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Dept

# ANNUAL REPORT

OF THE

# State Board of Education

AND OF THE

Superintendent of Public Instruction

OF

# NEW JERSEY

WITH ACCOMPANYING DOCUMENTS

For the School Year Ending June 30th

1902

NEW YORK  
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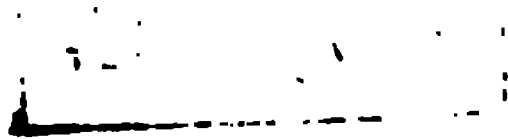
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1903.

1903. New Jersey, Board of  
Education, Dept. of

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NOV 1954  
JAN 1954  
FEB 1954

**REPORT**  
**OF THE**  
**STATE BOARD OF EDUCATION.**

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DECEMBER 2, 1902.

*To the Honorable Senate and General Assembly of the State of  
New Jersey:*

As required by law I have the honor to submit the Annual Report of the State Board of Education, with accompanying documents.

The following County Superintendents of Schools were appointed during the year: Burlington County, Herman A. Stees, re-appointed; Camden County, Charles S. Albertson, re-appointed; Cape May County, Aaron W. Hand, re-appointed; Gloucester County, William H. Eldridge, re-appointed; Mercer County, Abel W. Hartwell, re-appointed; Middlesex County, H. Brewster Willis, re-appointed; Ocean County, Peter Tilton, vice F. A. North; Somerset County, Henry C. Krebs, vice J. A. Mets; Sussex County, Ralph Decker, vice Luther Hill; Warren County, Franklin T. Atwood, re-appointed.

The Reserve Fund, being ten per cent. of the State School Tax, was apportioned at a meeting held on the fourth day of February, 1902, as follows:

Atlantic County .....	\$4,795 69
Bergen County .....	7,549 52
Burlington County .....	3,964 38
Camden County .....	7,161 84
Cape May County .....	1,455 03
Cumberland County .....	6,053 59
Essex County .....	33,860 56
Gloucester County .....	2,598 12
Hudson County .....	30,910 97
Hunterdon County .....	3,165 95
Mercer County .....	8,166 22
Middlesex County .....	5,116 54

Monmouth County .....	8,675 95
Morris County .....	5,057 56
Ocean County .....	4,885 63
Passaic County .....	11,957 36
Salem County .....	2,485 87
Somerset County .....	3,058 44
Sussex County .....	2,386 52
Union County .....	7,646 10
Warren County .....	3,215 51

The appropriation of \$35,000 by your Honorable Body at its last session, for the purpose of providing a permanent home for the Manual Training and Industrial School for Colored Youth, will permit the Board not only to provide more suitable accommodations for its pupils, but also to establish other branches in manual training which will enable the school to more nearly fulfill the purpose for which it was founded. The property at Bordentown, known as the "Ironsides Property," and which has heretofore been rented for the use of the school, has been purchased at a cost of \$15,000. The property fronts on the Delaware River, contains 204 acres, and is admirably adapted to the needs of the school. A contract for the erection of a new building, to cost \$20,000, has been awarded, and the building will be occupied at the beginning of the next school year. The buildings now on the property need alteration and repair in order to make them available for dormitories. It is hoped that your Honorable Body will be able to make a small appropriation for this purpose.

It appears from the statistics in the report of the State Superintendent, submitted herewith, that the improvement in the schools noted last year has continued, notwithstanding the irregular attendance caused by small-pox and other contagious diseases.

The increase in school accommodations and the improvement in the character of the school buildings is very gratifying; 43 new buildings were erected during the year and 52 were enlarged or remodeled. In order to meet the demands of the increased school population, 89 buildings have been rented for school purposes. Some of these buildings are but poorly adapted for the purpose and they will, no doubt, be replaced by modern school houses in the near future. The number of school rooms has increased 5,286. The total value of school property of the State is \$18,065,764.00, an increase of nearly \$571,000 over last year.

## REPORT OF PRESIDENT.

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The number of teachers employed was 7,938, an increase over the previous year of 377. The salaries of the teachers remain about the same as last year, but the demand for professionally trained teachers is constantly increasing. Of the 7,938 teachers employed in the public schools last year, 2,221 held State certificates, an increase over the previous year of 256; 2,463 county certificates, a decrease of 26, and 3,254 city certificates, an increase of 115; 2,323 teachers are graduates of Normal Schools, an increase of 99; 1944 are graduates of city training schools, an increase of 281, and 534 are college graduates, an increase of 77. These figures are most encouraging, as they show an appreciation, on the part of boards of education, of the value of trained teachers. The school life of the child is very short and the importance of placing him under the care of a thoroughly trained and equipped teacher cannot be over-estimated.

The increase of 3,348 in the number enrolled in kindergarten classes is very gratifying. New kindergarten classes are being formed in all parts of the State, and the day is not far distant when every graded school will have a kindergarten department.

The prediction made last year that the change of the basis of apportionment from census to attendance would tend to increase the attendance in the public school has been fulfilled. Notwithstanding the adverse conditions caused by serious epidemics of smallpox, scarlet fever and diphtheria, and by an unusually severe winter, the total days attendance in the public schools shows an increase of 599,537½ days. With a stricter enforcement of the law relating to truancy, the attendance would show a still larger increase. It gives me great pleasure to state that boards of education in all parts of the State are realizing more fully their duty in this important matter.

The appropriation of \$10,000 made last winter for the improvement of the heating and lighting of the State Normal School has enabled the Board to install an electric lighting plant, and to make such changes in the heating plant as will give better light than was possible to secure from gas; improve the ventilation of the several buildings, and make a very material saving in the annual expenditure for fuel and light. The improvements are entirely completed, and the cost was well within the appropriation.

JAMES L. HAYS,  
President.





**MEMBERS**  
**OF THE**  
**STATE BOARD OF EDUCATION,**  
**1902.**

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**FIRST DISTRICT.**

GEORGE A. FREY.....Camden.  
EDWARD E. GROSSCUP.....Wenonah.

**SECOND DISTRICT.**

J. BINGHAM WOODWARD.....Bordentown.  
S. R. MORSE.....Atlantic City.

**THIRD DISTRICT.**

LOUIS BEVIER, Jr.....New Brunswick.  
EDMUND WILSON .....Red Bank.

**FOURTH DISTRICT.**

S. ST. J. McCUTCHEN.....Plainfield.  
PERCIVAL CHRYSTIE.....High Bridge.

**FIFTH DISTRICT.**

B. H. CAMPBELL .....Elizabeth.  
CHARLES E. SURDAM.....Morristown.

**SIXTH DISTRICT.**

FRANCIS SCOTT .....Paterson.  
SWEETING MILES .....Alpine.

**SEVENTH DISTRICT.**

JAMES M. SEYMOUR.....Newark.  
EVERETT COLBY .....West Orange.

SCHOOL REPORT.

EIGHTH DISTRICT.

JAMES L. HAYS.....Newark.  
JOSEPH M. BYRNE.....Newark.

NINTH DISTRICT.

OTTO CROUSE .....Jersey City.  
ULAMOR ALLEN .....Jersey City.

TENTH DISTRICT.

W. D. FORBES.....Hoboken.  
EDWARD RUSS .....Hoboken.

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OFFICERS.

President .....JAMES L. HAYS.  
Vice-President .....FRANCIS SCOTT.  
State Supt. and (ex-officio) Secretary....CHARLES J. BAXTER.  
Assistant State Superintendent.....J. BROGNARD BETTS.  
Treasurer of the State Normal School...J. BINGHAM WOODWARD.  
Treasurer of School for the Deaf.....J. WILLARD MORGAN.

# COMMITTEES.

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## FINANCE AND AUDITING.

GEORGE A. FREY,  
SWEETING MILES,  
EDWARD E. GROSSCUP,

S. R. MORSE,  
CHARLES E. SURDAM.

## GROUNDS AND BUILDINGS.

J. BINGHAM WOODWARD,  
W. D. FORBES,  
GEORGE A. FREY,  
ULAMOR ALLEN,

JAMES M. SEYMOUR.  
JOSEPH M. BYRNE,  
PERCIVAL CHRYSTIE.

## BUREAU OF INFORMATION AND APPORTIONMENT.

S. R. MORSE,  
EDWARD E. GROSSCUP,  
CHARLES E. SURDAM,

JAMES M. SEYMOUR,  
PERCIVAL CHRYSTIE.

## LAW AND LEGISLATION.

EDWARD RUSS,  
CHARLES E. SURDAM,  
EDMUND WILSON,

EVERETT COLBY.  
S. ST. J. McCUTCHEN.

## EDUCATION.

FRANCIS SCOTT,  
EVERETT COLBY,  
OTTO CROUSE,  
EDMUND WILSON,

EDWARD RUSS,  
S. ST. J. McCUTCHEN,  
LOUIS BEVIER, JR.

## STATE NORMAL AND MODEL SCHOOL.

S. ST. J. McCUTCHEN,  
B. H. CAMPBELL,  
OTTO CROUSE,

LOUIS BEVIER, JR.,  
PERCIVAL CHRYSTIE.

## SCHOOL FOR THE DEAF.

OTTO CROUSE,  
JAMES M. SEYMOUR,  
ULAMOR ALLEN,

LOUIS BEVIER, JR.,  
JOSEPH M. BYRNE.

**SCHOOL REPORT.**

**FARNUM PREPARATORY SCHOOL.**

**B. H. CAMPBELL,  
SWEETING MILES,  
EDWARD E. GROSSCUP,**

**EVERETT COLBY,  
FRANCIS SCOTT.**

**MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED  
YOUTH.**

**W. D. FORBES,  
ULAMOR ALLEN,  
J. BINGHAM WOODWARD,**

**SWEETING MILES,  
JAMES M. BYRNE.**

**TRUSTEES OF TEACHERS' RETIREMENT FUND.**

**S. R. MORSE,  
C. E. SURDAM,**

**OTTO CROUSE.**

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STATE OF NEW JERSEY,  
DEPARTMENT OF PUBLIC INSTRUCTION,

TRENTON, December 2, 1902.

*To the State Board of Education:*

GENTLEMEN—In compliance with the requirements of the School Law, I have the honor to submit herewith my Seventh Annual Report as State Superintendent of Public Instruction, the same being for the school year ending June 30, 1902.

CHARLES J. BAXTER,  
*State Superintendent.*



# ANNUAL REPORT.

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Notwithstanding the embarrassment and confusion resulting from the adverse decision of the Supreme Court as to the constitutionality of the School Law—revision of 1900—the school year of 1901-2 has been one of gratifying progress.

The amount expended in repairing and erecting school buildings was \$916,316.52 as against \$1,505,620.74 for the preceding year, a decrease of \$589,304.22. This was not owing to a feeling of indifference as regards the care of school property or a disregard of the pressing demands for increased school accommodations, but to the fear of issuing school bonds whose validity might be questioned.

The necessity of increased school accommodations is made readily apparent when it is noted that the seating capacity of our schools, including 89 rented buildings, was but 328,063, while the enrollment was 336,664. Rented buildings are rarely well adapted to school purposes, and should never be regarded as other than a temporary make-shift. As the seating capacity of the school buildings in many sparsely settled districts was in excess of local needs, we know that in our centres of population a much greater number than (336,664-328,063) 8,601 pupils were without suitable school facilities. This presented the unfortunate alternative of denying them school advantages altogether or infringing upon the rights of as many other pupils by establishing half-day classes. As there is no reason to question the validity of any intelligent proceedings under the present law, this crying need of our schools should be supplied as promptly as possible. When ample opportunity has been given, regulations should be such that no half-day classes can be allowed credit for full day's attendance. This, as a protection and measure of justice to the children themselves, as well as to the progressive municipalities whose school accommodations are adequate.

Despite the unfortunate check in school building and the



present lack of school accommodations it is my privilege to report the following advances in this particular line:

An increase of 39 in the number of school buildings used.

An increase of 15 in the number of school buildings owned.

An increase of 275 in the number of school departments.

An increase of \$570,922.00 in the total value of school property.

An increase of 5,826 in the seating capacity of our public schools.

The following advances over and above the totals of the preceding school year, prove substantial progress in other important matters.

An increase of \$827,590.34 in the amount appropriated from State Fund for school purposes.

An increase of \$283,299.17 in the amount of district and city school tax.

An increase of \$206,389.29 in the amount paid for teachers' salaries.

An increase of 377 in the number of teachers employed.

An increase of \$2,014.18 in the amount expended for the transportation of pupils.

An increase of 204 in the average number of pupils transported.

An increase of \$1,550.00 in the amount expended for school libraries.

An increase of 599,537½ in total days' attendance.

An increase of 3,348 in the number of pupils enrolled in kindergarten schools.

An increase of three days in the average time the schools were kept open.

The total current expenses of the public schools, including teachers' and janitors' salaries, outlay for text-books and school apparatus, school libraries, manual training, transportation, tuition of pupils in adjoining school districts and incidental expenses was \$6,005,553.35 as against \$5,663,539.62 for the preceding school year—an increase of \$372,013.73. This affected the cost of education as follows: Average cost of tuition per pupil enrolled for the school year of 1900-01, \$16.74, for 1901-02, \$17.83, increase \$1.09. Per capita cost of tuition for the school

year 1900-01 calculated upon the average number of pupils in attendance \$25.46, for 1901, for 1901-02, \$26.84, increase \$1.38.

The districts which have made these averages possible and whose outlay per pupil has been much above them, have received by far, the larger percentage of benefit. This is a very safe assertion because based upon a well-known principle. The same relation that exists between amount of compensation and character of service in other fields of effort, obtains with relentless certainty in matters educational. Experience has clearly proven that, in the administration of school affairs, each increase of expenditure results in an increase of efficiency far greater in degree.

Barring the schools, in which the attendance is so small that they should be discontinued and pupils daily transported to more populous centres, I believe the relation between outlay and results to be as follows: When the average cost of tuition shall be increased from \$10.00 to \$15.00 per pupil the instruction received will be doubled in value; if then increased to \$22.50 it will be again doubled and with the same result when advanced to \$33.75 per pupil. Each fifty per cent. increase in amount expended for tuition, being rewarded by an unfailing one hundred per cent. increase in value received.

The so-called cheap schools are, by far, the most dear, and, in this enlightened age, the child who is given an opportunity to attend no other is robbed of his birthright. The school board that employs the lowest bidder is a poor dispenser of public funds. In the realm educational it is the liberal who spend wisely and the parsimonious who are wasteful.

In the matter of teachers' salaries the standard of the preceding year has been practically maintained. Average *annual* salary of all teachers employed during the school year of 1900-01, \$543.62, school year of 1901-02, \$543.80, increase 18 cents. Average *monthly* salary of all teachers employed during the school year of 1900-01, \$59.41, school year of 1901-02, \$58.47, decrease 94 cents. This disagreement between annual and monthly salaries is readily accounted for as follows: Average time the schools were in session during the school year of 1900-01, 9 months, 3 days, during the school year of 1901-02, 9 months, 6 days.

Though this increase is small, it proves a correct tendency.

which, I trust will ultimately result in enabling this department to report a very close approximation to ten months as the average time the schools of the State are kept open. The shorter the school term the more limited the school advantages and, as a rule, the less valuable the instruction. Teachers good, bad and indifferent and those who are dependent upon them must have the where-with-all to live throughout the year, and those who have spent time and money in preparing for their life work will not engage for six or seven months when employment for ten months of the school year can be secured. Furthermore only those teachers who are well-equipped, earnest and resourceful can maintain the enthusiasm and the interest in school work that will hold a school together and insure attendance throughout this longer period.

A careful and intelligent consideration of climatic conditions, of the character of our school work and the necessary vacation periods, coupled with the experience of the most progressive municipalities in our own and other leading States, has clearly established the fact that, barring unforeseen contingencies, ten school months—200 days including the legal holidays that occur while the schools are in session—is the period that each school in the State should be in session during each school year.

New Jersey took a long step forward when the maintenance of the schools of a district for at least nine months of the preceding school year, was made a condition of receiving its equitable share of the State moneys. Still, those districts which either cannot or will not keep their schools open for a longer period than the law requires, cannot hope to keep pace with those whose schools are maintained during ten months of each school year.

The following general summary of statistics gives more detailed information for the school year of 1901-1902:

# REPORT OF SUPERINTENDENT.

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## SUMMARY OF STATISTICS.

	1900-1901.	1901-1902.	Increase or Decrease.
<b>RECEIPTS.</b>			
Balance from last year.....	\$1,109,064 90	\$1,076,815 71	\$32,249 19 decrease
Amount appropriated from State Fund for school purposes .....	204,290 00	1,031,880 34	827,590 34 increase
Amount appropriated from income of State School fund .....	200,000 00	200,000 00	.....
Amount of State school tax.....	2,317,825 00	1,486,806 75	831,018 25 decrease
Amount of district and city tax.....	4,027,575 52	4,310,874 69	283,299 17 increase
Amount appropriated by counties for expenses of county superintendents.....	6,673 89	6,674 95	1 06 increase
Amount of interest of surplus revenue....	31,870 22	33,386 61	1,516 39 increase
Amount raised in districts for manual training .....	45,019 73	41,392 78	3,626 95 decrease
Amount received from sale of district bonds .....	372,465 00	217,540 00	154,925 00 decrease
Amount raised in districts for school libraries .....	6,650 00	6,850 00	200 00 increase
Amount raised in districts for teachers' libraries .....	574 25	381 60	192 65 decrease
<b>DISBURSEMENTS.</b>			
Amount expended for teachers' salaries..	4,110,295 55	4,316,684 84	206,389 29 increase
Amount expended for fuel and janitors' salaries .....	537,412 18	578,182 56	40,770 38 increase
Amount expended for repairing and building school houses.....	1,505,620 74	916,316 52	589,304 22 decrease
Amount expended for debt and interest..	430,237 26	458,241 42	28,004 16 increase
Amount expended for manual training....	71,943 67	69,289 16	2,654 51 decrease
Amount expended for text-books and apparatus .....	353,071 49	343,658 51	9,412 98 decrease
Amount expended for incidentals .....	520,217 65	667,316 19	147,098 54 increase
Amount expended for transportation of pupils .....	4,420 62	6,434 80	2,014 18 increase
Amount expended for tuition of pupils in adjoining districts .....	24,028 46	10,287 29	13,741 17 decrease
Amount of expenses of State Board of Education .....	2,500 00	2,372 86	127 14 decrease
Amount of expenses of Department of Public Instruction .....	12,498 75	15,907 80	3,409 05 increase
Amount of expenses of State School Fund .....	3,118 34	3,052 77	65 57 decrease
Amount expended for salaries of County Superintendents .....	25,289 92	31,493 09	6,203 17 increase
Amount expended for teachers' institutes. School-house plans .....	3,000 00	3,000 00	.....
Amount expended for current expenses and repair of State Normal School.....	250 00	499 70	249 70 increase
Amount expended for State Normal School electric lighting plant .....	52,000 00	51,962 40	37 60 decrease
Amount expended for School, for the Deaf .....	.....	7,418 92	7,418 92 increase
Amount expended for Farnum School.....	43,000 00	45,000 00	2,000 00 increase
Amount expended for Industrial School for Colored Youth (building and land) .....	2,700 00	5,305 75	2,605 75 increase
Amount expended for Industrial School for Colored Youth (current expenses)..	.....	14,989 92	14,989 92 increase
Amount expended for school libraries....	6,000 00	5,000 00	1,000 00 decrease
Amount expended for teachers' libraries...	12,150 00	13,700 00	1,550 00 increase
Amount expended for expenses of County Superintendents .....	1,148 50	763 20	385 30 decrease
Supervision of school-house plans.....	6,673 89	6,674 95	1 06 increase
Balance from previous year.....	785 00	770 25	14 75 decrease
	579,700 28	838,280 53	258,510 25 increase

## SUMMARY OF STATISTICS—Continued.

	1900-1901.	1901-1902.	Increase or D.
<b>APPROPRIATIONS.</b>			
	1900-1901.	1901-1902.	
State school tax .....	1,486,806 75	1,641,673 50	154,866 75 1
State appropriation to reduce State school tax .....	800,588 25	883,078 04	83,389 79 1
State school fund appropriation .....	200,000 00	200,000 00	.....
Interest on surplus revenue .....	31,777 13	31,730 31	37 82 c
District school tax .....	4,177,739 19	4,563,391 26	385,652 05 1
State Normal School, current expenses and repair .....	52,000 00	52,000 00	.....
State Normal School, electric lighting plant .....	10,000 00	.....	10,000 00 c
School for the Deaf .....	45,000 00	45,000 00	.....
Industrial School for Colored Youth, current expenses .....	5,000 00	5,000 00	.....
Industrial School for Colored Youth, building and land .....	20,000 00	15,000 00	5,000 00 c
Farnum School .....	1,200 00	1,200 00	.....
State Board of Education .....	2,500 00	2,500 00	.....
Department of Public Instruction .....	16,000 00	15,000 00	1,000 00 c
School land expenses .....	4,000 00	3,500 00	500 00 c
Industrial training .....	10,000 00	15,000 00	5,000 00 1
Manual training .....	36,000 00	36,000 00	.....
County Superintendents' salaries .....	26,000 00	26,000 00	.....
Free school libraries .....	6,850 00	6,000 00	850 00 c
Teachers' libraries .....	600 00	600 00	.....
Teachers' institutes .....	3,000 00	4,000 00	1,000 00 1
State Board of Examiners .....	250 00	250 00	.....
School-house plans .....	500 00	500 00	.....
Supervision of school-house plans .....	1,000 00	1,000 00	.....
<b>DISTRICT SCHOOL TAX.</b>			
	1900-1901.	1901-1902.	
Number of districts that levied tax to pay current expenses .....	389	388	1 c
Number that levied tax for purchase of land .....	7	16	9
Number that levied tax to build and repair school-houses .....	240	212	28 c
Number that levied tax for manual training .....	16	21	5
Number that levied tax to pay debt and interest .....	173	183	10 1
Number of district that levied no tax .....	6	6	.....
<b>COST OF EDUCATION.</b>			
Average cost, per pupil, calculated on enrollment .....	\$16 74	\$17 83	\$1 09
Average cost, per pupil, calculated on average attendance .....	25 46	25 84	1 38
<b>NUMBER OF TEACHERS.</b>			
Males .....	998	1,041	43
Females .....	6,563	6,897	334
Total .....	7,561	7,938	377 1
<b>SALARIES OF TEACHERS.</b>			
Average salary, per year, paid to all teachers .....	\$543 62	\$543 80	\$0 18
Average salary, per month, paid to all teachers .....	59 41	58 47	* 94 c

\* Due to the schools having been kept open three days longer than during the school year.

# REPORT OF SUPERINTENDENT.

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## SUMMARY OF STATISTICS—Continued.

	1900-1901.	1901-1902.	Increase or Decrease.
<b>SCHOOL DISTRICTS, HOUSES, ETC.</b>			
Number of school districts.....	395	394	1 decrease
Number of school buildings .....	1,893	1,932	39 increase
Number of buildings owned.....	1,828	1,843	15 increase
Number of buildings rented .....	65	89	24 increase
Number of school departments .....	6,905	7,180	275 increase
Number of school buildings erected during the year .....	51	43	8 decrease
Number enlarged, refurnished or remodeled .....	69	52	17 decrease
Number of unsectarian private schools....	148	137	11 decrease
Number of sectarian private schools.....	155	131	24 decrease
Number of school visits by County Superintendents .....	3,851	3,990	139 increase
<b>VALUATION OF SCHOOL PROPERTY.</b>			
Number of buildings valued at \$100 or less .....	8	5	3 decrease
Number valued between \$100 and \$500....	304	196	8 decrease
Number valued between \$500 and \$1,000.	553	577	24 increase
Number valued between \$1,000 and \$5,000	558	552	6 decrease
Number valued between \$5,000 and \$10,000	121	128	7 increase
Number valued between \$10,000 and \$20,000	106	111	5 increase
Number valued between \$20,000 and \$40,000	143	140	3 decrease
Number valued above \$40,000.....	135	134	1 decrease
Total value of school property.....	\$17,494,842 00	\$18,065,764 00	\$570,922 00 increase
Average value .....	9,750 00	9,802 00	52 00 increase
<b>ATTENDANCE.</b>			
Number of boys enrolled in the public schools .....	168,401	168,269	132 decrease
Number of girls enrolled in the public schools .....	168,031	168,395	364 increase
Total enrollment in the public schools..	336,432	336,664	232 increase
Total number of days present during the year .....	41,540,740	42,134,395½	593,655½ increase
Number of pupils enrolled in kindergarten	15,066	18,414	3,348 increase
Number of pupils enrolled in primary grades .....	214,360	212,071	2,289 decrease
Number of pupils enrolled in grammar grades .....	92,153	91,635	518 decrease
Number of pupils enrolled in high school grades .....	14,853	14,544	309 decrease
Average number on roll .....	248,698	246,749	1,949 decrease
Average daily attendance .....	221,273	223,960	2,687 increase
Percentage of daily attendance on average enrollment .....	.89	.90	1 per cent. increase
Number of pupils neither absent nor tardy .....	6,566	5,805	761 decrease
Average number of cases of tardiness, based on average attendance. ....	.57	.52	.05 decrease
Total number of cases of tardiness during the year .....	452,517	456,826	4,309 increase
Average number of pupils transported per day .....	122	326	204 increase
Number of children the public schools will seat .....	322,237	328,063	5,826 increase
<b>SCHOOL TERM.</b>			
Number of districts that maintained school six months, but less than nine.....	18	18	
Number of districts that maintained school nine months or more.....	377	376	1 decrease
Average time the schools were kept open	9 mos. 3 days	9 mos. 6 days	3 days increase

## SCHOOL REPORT.

## SUMMARY OF STATISTICS—Continued.

	1900-1901.	1901-1902.	Increase or Decrease
<b>TEACHERS' CERTIFICATES, GRANTED DURING YEAR.</b>			
First Grade, State—			
Number granted to males. ....	18	18	
Number granted to females.....	5	5	
Second Grade, State—			
Number granted to males.....	16	23	7 increase
Number granted to females.....	93	109	16 increase
Third Grade, State—			
Number granted to males.....	13	13	
Number granted to females.....	29	29	
Normal Life Certificates—			
Number granted to males.....	1	4	3 increase
Number granted to females.....	52	46	6 decrease
Special State Certificates—			
Number granted to males.....	2	1	1 decrease
Number granted to females.....	30	10	20 decrease
Provisional State Certificates—			
Number granted to males.....	8	6	2 decrease
Number granted to females.....	9	13	4 increase
Total number of State certificates granted to males ..	58	59	1 increase
Total number of State certificates granted to females ..	218	199	19 decrease
Total number of State certificates granted ..	276	258	18 decrease
First Grade, County—			
Number granted to males.....	67	60	7 decrease
Number granted to females.....	139	172	33 increase
Second Grade, County—			
Number granted to males ..	63	63	
Number granted to females.....	267	257	10 decrease
Third Grade, County—			
Number granted to males.....	84	62	22 decrease
Number granted to females.....	416	242	174 decrease
Special County Certificates—			
Number granted to males.....	6	4	2 decrease
Number granted to females.....	17	24	7 increase
Total number of county certificates granted to males ..	219	189	30 decrease
Total number granted to females.....	839	695	144 decrease
Total number of county certificates granted ..	1,058	884	174 decrease
Total number of State and county certificates granted ..	1,334	1,142	192 decrease
Number of applicants for State certificates rejected ..		38	38 increase
Number of applicants for county certificates rejected ..	521	589	68 increase
Total number of applicants rejected.....	521	627	106 increase
<b>GRADES OF CERTIFICATES HELD BY TEACHERS DURING YEAR.</b>			
State Certificates—			
First Grade ..	385	399	14 increase
Second Grade ..	1,300	1,485	185 increase
Third Grade ..	245	279	34 increase
Special ..	35	58	23 increase
County Certificates—			
First Grade ..	951	978	27 increase
Second Grade ..	977	890	87 decrease
Third Grade ..	455	513	58 increase
Special ..	74	82	8 increase
District Certificates—			
First Grade ..	2,662	2,234	428 decrease
Second Grade ..	253	684	431 increase
Third Grade ..	89	134	45 increase
Special ..	135	202	67 increase

## RATIONAL EDUCATION.

Herbert Spencer truly and forcibly says that the function of education is to enable us to use all our faculties to the greatest advantage of ourselves and others \* \* \* to prepare us for correct living.

Nature has provided us with five senses through which to receive impressions and given us but two ways, speech and action, of giving expression to these impressions. The guiding principle, "No reception without reaction and no reaction without correlative expression," is far from being followed while we omit to train the motor nerves and voluntary muscles to act promptly and accurately in response to the dictates of the mind. When a man makes a serious attempt to drive a nail and bangs a finger, it is not strictly an accident, but a failure of the motor nerves and voluntary muscles to respond correctly to the dictates of the mind, and furnishes the seeming paradox of a good purpose coupled with a bad aim. He is what Thomas Carlyle terms an inarticulate man.

Physiology, psychology, child study and the experience of the past which we have formulated as principles of education, all point to manual training as an indispensable factor in symmetrical education. Everything that trains the nervous system to function promptly and accurately, helps to perfect the instrument which mind must use in all its highest activities of feeling, thinking or willing. While teaching the pupil to think, to reason, to comprehend and to know, it is quite as important that we ingraft habits of care, accuracy, self-reliance and neatness; that we cultivate his sense of sight and touch; that he acquire dexterity of hand and a quick and accurate perception of form, and above all that he experience the exhilaration of spontaneous and useful activity followed by the exultation of personal achievement. Lead the child by easy degrees, gently, skilfully, lovingly, up to and accustom him to these happy experiences and his future welfare is assured.

Development that is purely mental is inadequate even for the comparatively few who are to enter the professions, and for the far greater number whose livelihood must be earned by the hand, it is a grievous mistake to regard it as sufficient. Those who enter the professions and those who engage in the various lines



of business, can, in the study of the academic branches usually taught in our best schools, get a fair start in the preparation for their life work; though even they, need the balance and precision that the correct training of hand and eye alone can give. These, however, comprise but a small minority of our school population. The great majority who are to join the ranks of the so-called laboring classes and who should be taught that all forms of useful employment are honorable, and idleness dishonorable, also that labor is their blessing—not their doom, are, in too many instances, trained away from, instead of toward their life work. This is a fruitful cause of discontent and is the reason that so many endeavor to earn a livelihood in fields of effort to which they are not by nature adapted, and for which they have not been prepared.

Manual training correlated with academic work not only furnishes a better and far more rational development for all students and scholars, but is a profound blessing to those who must engage in manual labor, and may easily be so diversified as to meet the needs of all growing minds.

Furthermore, those who are taken early from school to learn trades or to work their uncertain and difficult way up in some other line of employment, would remain longer in school if they were receiving the kind of instruction that most appealed to them, and the broader mental development thus gained would tell in their favor through life. To justify a tax upon the State for their support, the schools maintained under its supervision should meet the needs of the masses. *This they can not do and remain exclusively academic.*

The great inventions of the past two or three decades and the consequent division of labor have greatly modified the older system of apprenticeship and, to-day, many boys start with the lowest forms of service required in an industry and struggle slowly and laboriously upward to greater skill and higher forms of work. It is very difficult for those who have received only the rudiments of a strictly academic education, thus to master the successive processes in any line of work and gain the skill that will make promotion and ultimate success certain. Their lack of early training will, barring the few exceptional cases, condemn them to mediocrity.

The production of a desired number of finished articles per

day or for a definite outlay, and not the development, well-being, and success of the individual workman, is, in the great majority of cases, (I am happy to say—to *know* it is not in all cases) the object of the employer. It is, however, not reasonable to suppose that the average employer is in business for his health or for purely philanthropic purposes. But from the employer's point of view, this system is almost as great a failure as from the standpoint of the laborer. Without the prospect of advancement and without the stimulus of hope, the service of the workman will by and by become spiritless and perfunctory. Monotony of employment promotes eye-service, begets unrest and dissatisfaction, and a contest between selfish capital and unreasoning and sometimes unreasonable labor is the result.

*The only satisfactory and effective solution of the social and industrial problems of the day must come through the agency of the schools.* When they shall turn out citizens whose attitude toward the world of work and thought is correct, shall graduate boys and girls who have been taught to love work and to honor it, and when the schools shall recruit the industrial ranks with those who have the dexterity of hand and development of mind required to meet fully the demand for reasonable, intelligent, self-respecting and self-directing labor, then will be ushered in an era of industrial prosperity and content, such as the past has never known.

Manual training co-ordinated with liberal academic education and the development thus attained supplemented by technical training adapted to local industries, will meet the needs of both employer and employe.

European countries discovered this long ago and their technical schools are the result. France has many cities in which pupils are trained in line with their local industries and thus prepared for their life work. Sevres, for example, has schools which supply its justly celebrated porcelain factories with competent workmen. Nearly all are prepared to engage in skilled labor when first employed and those whose originality, genius and executive ability are unusual, soon become superintendents and managers. Why would not Trenton do well to follow the example of Sevres? Besancon has schools for her future watchmakers, which are supported at the city's expense. Why should not Newark in addition to the excellent technical school now maintained

have another in which to train her future jewelers and silversmiths? Lyons has schools which provide trained workmen for her textile industries. Why should not Paterson have the same? Bohemia trains artistic workers for her glass industries and as a result her glass factories have become world-renowned. Why should not the same enlightened policy prove beneficial to the great glass industry established in several of our southern counties? Why should the United States, which now includes New Jersey, continue to be Bohemia's most valuable customer? Tiffany manufactures the finest stained window glass that can be obtained, but, if I am not misinformed, imports many of his best workmen. American energy, versatility and genius are such that we can, if the right means shall be employed, develop among ourselves the best workmen in the world and set the pace for the older countries. We can, if we shall so will, bring them to us for ideas.

Belgium, Switzerland, Denmark, Sweden and the Netherlands all have similar schools, while those of Germany are as numerous as her academic institutions and rank among the best in the world. The German schools prepare a great body of highly trained artisans, while her higher technical schools give her the ablest industrial leadership in the world. More than 3,000 expert chemists are employed in German manufactories alone. It is to her widely developed system of manual training and to her higher technical institutions that Germany owes her present rank as a manufacturing country.

Because of their limited area the countries named are not large producers of raw material and consequently draw upon us for their supply. We, in turn, recognizing the superiority of their work, in many lines, furnish them a valuable market for their manufactured articles, with the cost to us, in some instances, increased by both an export and an import duty, in addition to the expense of transportation and insurance.

There is no duty upon imported ideas and no copyright upon demonstrated success. Therefore let us profit by the example of our European competitors and at each important centre of population in the State combine with a liberal academic education, manual and technical training adapted to its local industries, and thus send forth from our schools young men who are pre-eminently fitted for citizenship, because prepared for intelligent and

efficient service. This is the surest means of securing both quantity and excellence of output and of promoting and conserving local prosperity, for, with equal training, the hand that is guided by the highest order of intelligence is ever the most deft and will do the most and the best work.

When school work shall be in line with the life work of the pupil, so that both pupil and parent can see in the daily task a direct preparation for the world's work, school life will assume a seriousness, importance and value never before realized, and the increase of interest will make the matter of discipline an easy problem. This, apart from the vast amount of misdirected education of the present, would be an immense gain, for, in the purely academic school, fully-one third of the power of the average teacher is expended in stimulating interest and in maintaining order.

To a man who looks at this matter solely from the "dollars-and-cents" standpoint and who is inclined to emphasize the cost of the plant and the probable increase in taxes, it should be a significant fact that this movement has generally been initiated by business men as a business measure, and that its chief opponents have usually been conservative educators.

Not only the introduction of manual training into the schools at Midvale and Ringwood, N. J., but its maintenance and the modern school buildings in which it is taught are due to the liberality and progressiveness of Hon. Abram S. Hewitt. The introduction of manual training into the schools of North Plainfield, N. J., was largely due to the liberality and personal influence of Charles McCutchen.

The idealist, who scorns such a utilitarian view of education, and who believes as did the early Grecians, that all forms of manual labor are degrading, and that the real purpose of education is culture, could correct or, at least, greatly unsettle his erroneous views, by attempting, in the light of prevailing social, economic and industrial conditions, to outline a system of education that would meet the demands of the times and at the same time accord with his antiquated ideas.

Though we should be ever mindful of the precept of the Master that "man shall not live by bread alone," the bread question is one that can not be ignored. The constant need of it is the silent, potent, ever-present influence which spurs to effort in

every line of activity, and which keeps the wheels of industry in motion. With the consciousness of this uncompromising necessity should be associated ever the spirit and purpose of service and a due sense of its exaltation. “ Lest we forget ” let us quote an ancient maxim or two which are eternally true: “ In the largest service lies the highest honor.” “ The servant of all is the greatest of all.” These do not suggest the absurd distinctions of so-called society, but furnish a basis from which to determine our American orders of nobility.

If, with a just conception as to what constitutes genuine merit, high aims as to the standard of popular intelligence and a due regard for the “ bread question,” New Jersey shall develop her already excellent public school system in accordance with the views of Herbert Spencer, that is, “ shall prepare her youth to use all their faculties to their own greatest advantage and that of others,” the time is not distant when we shall rank as the first manufacturing State in the Union. This is not an extravagant statement, as I will proceed to prove.

No other State is so favorably located both commercially and geographically as New Jersey. The destined commercial centre of the world is at our doors, and we command the great highways to the well-nigh boundless West. Both materials and markets are easily accessible and capital and enterprise are rapidly recognizing these advantages. The growth of our manufacturing interests during the past decade has been phenomenal. The following table, prepared by James T. Morgan of the New Jersey Bureau of Statistics, is eloquently suggestive :

STATE.	Value of Product.		Increase of Product in 1900 over 1890. (Amount.)	Percentage.	Per Capita Value of Product.
	1890.	1900.			
New Jersey .....	\$354,573,571	\$611,748,933	\$257,175,362	72.5	\$324.75
New York .....	1,711,577,671	2,175,726,900	464,149,229	27.1	299.32
Masachusetts .....	888,160,403	1,035,198,189	147,037,786	16.5	369.01
Ohio .....	641,888,064	832,438,133	190,550,067	29.7	200.22
Pennsylvania .....	1,331,794,901	1,834,790,860	504,995,959	38.	291.13
Illinois .....	908,640,280	1,259,730,168	351,089,888	38.6	261.29

Though New Jersey is the sixteenth State in population and the forty-third in area, we learn from the preceding table that it ranks sixth in the total value of annual manufactured output. In the per capita value of manufactured product, which is the correct basis of comparison, Massachusetts is first with \$369.01 per capita and New Jersey a close second with \$324.75 per capita. In the percentage of increase in total value of annual manufactured output (1890 to 1900) New Jersey is first, with an increase of 72.5 per cent., put a pin through that; Illinois second, with 38.6 per cent.; Pennsylvania third, with 38 per cent.; Ohio fourth, with 29.7 per cent.; New York fifth, with 27.1 per cent.; and Massachusetts sixth, with an increase of 16.5 per cent.; New Jersey's percentage of gain being nearly four and one-half times that of the progressive Bay State.

This comparison is not made in a boastful spirit but to enable us to appreciate ourselves and our opportunities, and form an intelligent opinion as to our future probabilities, providing we shall act in accordance with the suggestion which it gives us.

In the matter of industrial education our Legislature years ago, took a long step in advance of public sentiment. This was mainly due to the progressiveness, foresight and earnest efforts of former Governor George B. McClellan. Nearly twenty-two years ago, and during his administration, provision was made for the duplication from State funds of any amount, not less than \$3,000 nor greater than \$5,000, for the establishment of industrial or technical schools under the control of Boards of Trustees appointed by the Governor, and an annual duplication not exceeding \$5,000 was provided for their support. During this long period but three such schools have been established, and provision has recently been made for teaching ceramics at Rutgers. This was certainly putting the cart before the horse, since graduation from the manual training school and, whenever possible, from the high school should be the conditions of entrance to the technical school; still it was a movement in the right direction, and helped to call attention to the need for such training. These schools should receive their support from three sources: The State, the municipality and the manufacturer. "The Manual Training School of Chicago," established and maintained under the auspices of the "Chicago Commercial Club," is supported solely by

private funds and is the most important independent institution of its kind in the world.

Nearly fifteen years ago a similar provision was enacted authorizing the duplication of amounts ranging from \$500 to \$5,000 (amended in 1902 so as to include amounts ranging from \$250 to \$5,000) for the establishment of manual training schools or departments under the control of local Boards of Education, and an annual duplication not exceeding \$5,000 for their support. The experience of these manual training schools has been more favorable, but far from satisfactory. But thirty-four districts have established such schools or departments and in twenty-six districts they are now in successful operation, and ably demonstrating the value of manual training as an educational factor.

The New Jersey manual training exhibit at Chicago and at Buffalo and that now to be seen at our State Museum are most conclusive proof of this assertion. The fact that ours was unmistakably and admittedly the best at these great Expositions strongly inclines even the unprejudiced mind to think that the New Jersey pupil as well as the New Jersey teacher is a superior order of being. I have a few specimens of manual training work in my home, valued because of what they are, and which are especially prized because of the delightful thought, that they were made by youthful hands for me. We have become accustomed to the almost incredulous exclamation, in some instances from men who were themselves expert cabinet makers, "What! You don't mean to say that this work, these artistic representations of the ornamental and useful, were made by the boys and girls in your schools?"

As I have previously intimated, we have all the legislation that is needed. The State is able, and can be depended upon to fulfill its promises; and will duplicate funds for 394 districts, just as cheerfully as for 26. Three hundred and ninety-four minus twenty-six leaves a most formidable and regrettable remainder, when it is remembered that in the schools in which manual training is taught the academic work is performed with the most zest and is consequently best.

Long ago both the manual training and the technical school ceased to be experiments; and, surely, long ago we attained the development required to realize how indispensable this work is in



symmetrical education. Let us break away from our conservatism and concentrate and properly grade our smaller schools. Manual training and technical training are already integral parts of our public school system in theory. Let us make them such in *fact*, then broaden and strengthen our system of so-called high schools, until, as termed in the law "a competent common school education" shall become available to every child in the State. Then shall we make the school system of our State of New Jersey already comparatively excellent, *excellent indeed*, and a correct exponent of "rational education."

Then shall we move forward with steps swift and sure to the goal of both educational and industrial supremacy; but shall *never attain the latter without the former*. We have the reputation of being a live, wide-awake, progressive little State. Let us proceed to prove it in greater degree.

#### HIGH SCHOOLS.

The demand for high school instruction is increasing in all parts of the State. The growth of popular opinion in favor of such instruction has been slow but healthful. There has been no effort on the part of school officers or teachers to establish high school courses in advance of local demand, but so-called high school subjects have been added to the course of study when pupils and their parents have so desired. In many cases teachers have voluntarily given instruction in such subjects to one or two pupils outside of the regular school sessions. The examples thus set have aroused the ambition of other pupils, a demand has been made for a broader course, and the good seed thus humbly sown, has grown and borne fruit a hundred fold.

The value of a high school course cannot easily be over-estimated. The stimulus to the pupils in the lower grades, and the ambition to take at least a part of the high school course, is quite as valuable to the district as the actual instruction given the more advanced pupils. It is a well established fact, that the work in the primary and grammar grades is far more effective in a school having a high school department, than in one having a course of study adapted solely to the needs of the lower grades.

The Constitution says, "the Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the



State between the ages of five and eighteen years." It can hardly be claimed that a district is obeying this mandate of the organic law, when its course of study covers a period of but eight years. The average child can complete the primary and grammar school courses at the age of fourteen, and if he is to be given the instruction he should have, and to which the Constitution says he is entitled, other and higher branches must be added.

There is a mistaken notion too widely prevalent that the duty of the State is ended when it has provided instruction in the elementary branches, and that any further school advantages should be provided by the parents. A State tax for the support of public schools can be justified only on the ground that the education is for the benefit of the State. If this be true, then the broader the education the greater the mental development of the child and the greater the benefit to the State.

The high school is a good investment from a utilitarian standpoint. As the standard of the schools maintained in a district is raised, its desirability as a place of residence is increased. Numerous instances could be cited of places which date the beginning of their growth, from insignificant villages to progressive and important towns, from the establishment of an efficient school system.

It is hoped that an appropriation may be made this year, which will permit the employment of an officer whose duty it shall be not only to inspect the work done in the high schools already established, but also to assist those districts which are endeavoring to improve their schools, and which are hindered largely by a mistaken idea as to the province of the public schools.

In Table XXXI will be found statistics concerning the high schools of the State. As this is the first time this data has been collected, no comparison with previous records can be made. The information secured is both valuable and interesting, showing for the first time the status of this department of important school work. It will also establish a basis for future comparisons.

Of the 394 school districts in the State 147 report full or partial high school courses. In these 147 high schools and partial high schools, were enrolled 12,980 pupils—5,159 boys and 7,821 girls—or 3.8 per cent. of the entire school enrollment. In the

247 districts which have not established high school courses, there were 1,564 pupils, an average of six per district, which were doing more or less high school work.

In the 147 so-called high schools there were 603 teachers or 7.6 per cent. of the total number employed. They received \$511,281.19, which was 11.8 per cent. of the total expenditure for teachers' salaries. The total cost of maintaining said schools was \$611,312.94, or 8.3 per cent. of the total amount expended on all the schools.

Sixty-nine schools maintain courses of study covering four years' work. Of these, fifty-five are on the "Approved List," which means that graduates of these schools are admitted to the State Normal School without examination. Certificates of graduation from some of these schools are accepted by many of our colleges in lieu of entrance examinations.

Though these statistics are very gratifying, it is hoped that in the near future every child in the State may be afforded an opportunity to secure such an education as will properly fit him to aid in the material and intellectual development of the State.

#### A SECOND STATE NORMAL SCHOOL.

As the establishment of a second New Jersey State Normal School has long been discussed and is now very seriously considered, I beg leave to offer some data which I believe have an important bearing upon the matter.

First. Such school is not needed if there is neither a present inadequate supply of trained teachers nor a growing demand for a higher standard of qualification. The following tables prepared from the records of this Department, will throw some light upon this phase of the question:

TABLE I.

SCHOOL YEAR.	No. of Teachers Employed in the State.	Increase over Previous Year.	Per cent. of Normal Graduates.
1899-1900.....	7,012	323	25.6
1900-1901.....	7,561	549	29.5
1901-1902.....	7,938	377	29.2

The following table explains the slight decrease of three-tenth of one per cent. of Normal graduates employed during the past school year :

TABLE II.

SCHOOL YEAR.	Total Number of College Graduates Employed in the State.	Increase over Previous Year.
1900-1901.....	457	37
1901-1902.....	534	77

An increase of 77 in the number of college graduates employed in our schools is by far the greatest in the history of the State and is due both to the correct action of the State Board in granting them larger concessions in the matter of certificates and to the inadequate supply of Normal teachers. Tables Nos. I and II conclusively prove the increasing demand for teachers of a higher standard of attainment. It should also be noted that 29.5 per cent. of 7,561 is 101 less than 29.2 per cent. of 7,938. Also that notwithstanding the slight decrease in *per cent.* of trained teachers,  $101 + 77 = 178$  Normal and College graduates who have been added to our teaching force during the school year.

TABLE III.

SCHOOL YEAR.	No. of Teachers in the State having One Year's Experience or Less.
1899-1900.....	752
1900-1901.....	1,029
1901-1902.....	706

From this table we learn that we have had at the close of each of the past three school years an average of 829 teachers who have had one year's experience or less. This is conclusive proof that there has been at the least, 829 vacancies and a demand for 829 new teachers during each year. We know in fact that the

number of vacancies has been greater than this, for many teachers have been employed who have had one or more years experience in other States. This necessary annual supply has been furnished from the following sources:

Graduates of our own State Normal School, Graduates from our City Training Schools, Indorsement of Diplomas and Certificates issued in other States, the issue of State Certificates and largely by the licensing of graduates of our public schools who have passed the examination required for Third Grade County Certificates.

TABLE IV.

SCHOOL YEAR.	No. of Graduates of the N. J. State Normal School.	Indorsements from other States.
1899-1900.....	191	88
1900-1901.....	177	103
1901-1902.....	219	115

From this table we learn that during the past three years an annual average of 196 Normal Graduates has been supplied by our own Normal School and an annual average of 102 has come from the Normal Schools of other States. The latter is equal to the number annually graduated from many of the best equipped Normal Schools of other States and is fully as many as can usually be given adequate facilities for practice teaching.

TABLE V.

SCHOOL YEAR.	Total Number New Jersey Normal Graduates Employed.	Indorsements from other States.	Total Number of Professionally Trained Teachers in the State.
1899-1900.....	1,181	617	1,798
1900-1901.....	1,349	875	2,224
1901-1902.....	1,377	948	2,325

From this we learn that of the 2,325 teachers employed in the State, 59.2 per cent. have come from our own Normal School and 40.8 per cent. from Normal Schools of other States. Since July 1, 1902, there has been an unusual demand for trained teachers and the report for the current school year will show a decided advance in the number and per cent. employed. This is proven by the fact that our records from November 1, 1901, to October 31, 1902, show 205 indorsements from other States. This formidable ingathering has been a fruitful cause of dissatisfaction, in at least one important case, and as is well known throughout the State, reciprocity relations have been temporarily suspended to the very serious embarrassment of many of our teachers and school boards. In view of the growing demands upon this source of supply, and its tendency to become more and more uncertain, it would seem to be unwise to continue in a position in which we are a weakly dependent upon the Normal Schools of other States.

The need of increased facilities for the training of teachers is most seriously felt by school boards and superintendents in the northern part of the State. Our own supply of trained teachers being so inadequate that superintendents have been obliged to make frequent trips to other States in order to supply home demands.

If a new Normal School were established near the centre of population in the northern part of the State, it would be easily available to a large number of high school graduates who would not otherwise obtain such training and would, if at all, but slightly and only temporarily affect the attendance of the one now in operation. It would by stimulating greater general interest in education increase the number who desire a normal training, increase the demand for trained teachers and thus provide patronage for itself and prove a helpful co-adjutor and not a rival of the very excellent Normal School now maintained. Such has been the experience in other States when additional schools have been established.

It would appear to be entirely clear that a second State Normal School fully equal in equipment to the one we have, is needed to supply the present demand for trained teachers and to comply with the mandate of our State Constitution as to the "main-

nance and support of a thorough and efficient system of free public schools." Such "thorough and efficient system of free public schools" cannot be maintained unless thorough and efficient teachers are available.

The aforesaid explicit provision of our organic law, the urgent demand for professionally trained teachers, the certainty of its material increase and the uncertainty as to even the present inadequate supply, coupled with the fact that only about 30 per cent. of the 8,000 teachers now employed in the schools of the State are Normal graduates, all seem to indicate that further discussion of this matter is unnecessary and that prompt action is next in order.

#### HYGIENIC INSTRUCTION FOR TEACHERS.

The health of our teaching force and the proper care of our school population are matters of so vital importance both to them and to the State, that instruction in the laws of health having a bearing upon their future duties and responsibilities should be regarded as an essential part of the professional training of our public school teachers.

New Jersey has a system of certification based mainly upon examinations. Physiology is one of the numerous branches in which proficiency is supposed to be thus determined and considerable latitude is exercised in preparing the questions on this subject. They include its allied subjects, and that of hygiene is given the greater prominence. Many teachers rightfully receive high credit marks at these examinations. Some of the averages secured make a close approach of 100 per cent., but like all the rest of us their practice and their preaching or teaching do not always accord. Any knowledge of the laws of health that does not insure the teacher's proper care of himself and of those who are weakly dependent upon him is far from being complete.

First. *The Teachers Care of Himself.* I know of no line of effort in which abounding health and large reserve force are so necessary as in the teaching profession. The double duty of teaching and governing together with the daily preparation for recitations, and the constant acquirement essential to effective work, constitute a burden that only the sturdy can bear. The best possession in life, "a sound mind in a

sound body," is needed by no one more than by the teacher, and when attained can be preserved only by constant care. Because of his interest in his work and his desire to accomplish, the teacher's interest in himself should know no abatement. In his case the price of health, as of liberty, is eternal vigilance. His training should be more careful and of a much higher order than that of the athlete. The morning bath, towel or tub, as his degree of vigor will permit, regular meals, sound and sufficient sleep and regular and agreeable exercise are absolutely necessary to his physical and mental well-being. Exercise should, whenever possible, be taken in the open air and be of a kind that diverts as well as strengthens. Unless a teacher is thus careful to preserve his physical vigor, he cannot take to the school the sunshine and enthusiasm which young life needs. "As is the teacher so is the school." He more than all else creates the happy environment—the cheerful atmosphere, and if strong and self-possessed, can maintain it under all circumstances. The school is no place for the teacher who is weak, nervous and sometimes irritable. His influence is unavoidably baneful and depressing. Though qualified to give instruction, his power for evil far exceeds his ability to do good.

Second. *The Teachers Care of Pupils.* In our normal and training schools thorough instruction is given in methods and in the principles of teaching, with the express understanding that such methods will be used when the student shall become the teacher. To insure this use, in connection with theory, is given practice under expert supervision. Just as carefully and with just as definite a purpose in view, should the future teacher be taught how to look after the physical welfare of the pupils who will be intrusted to his care. He should know how to get the best results with the various appliances—good, bad and indifferent—for heating, lighting and ventilation which he will find in our schools, or at the least, have so intelligent an appreciation of the importance of these matters that he will not fail to qualify himself to give them proper attention wherever he shall be employed. Also be so impressed with the necessity of cleanliness in and about the school room that he will insist upon its daily thorough sweeping and dusting, the frequent scrubbing of floors, occasional washing of desks and walls and semi-occasional disin-

fection of the entire room. As regards the proper care of closets and outhouses the teacher should be most vigilant and sufficiently brave to report cases of dangerous neglect to local boards of health when other means shall fail.

It is also important that he have correct and very positive views as to the essential features of a properly constructed school building. No one is in so good a position to influence public sentiment and make such knowledge general. I know of several up-to-date school buildings for which certain progressive teachers are entitled to large credit.

Third. The teacher should be carefully instructed in the correct arrangement of the daily routine. Mathematics should occupy the first period after the opening exercises, and technical grammar should immediately follow either the forenoon or the afternoon recess. The subjects requiring the least mental effort should come the furthest from the preceding intermission.

Fourth. Best results are secured by a proper alternation of recreation and work. Marching, calisthenics and singing should be so interspersed with the work of the day, as to keep the pupil always at his best. In the majority of schools the air of the class rooms should be renewed during such exercises. To require a pupil to engage in severe mental effort for periods not adapted to his years and stage of development, while his system is being poisoned and his brain dulled by impure air, is the worst of cruelty. The time that pupils of various ages can profitably engage in sustained mental effort is believed to be as follows:

Time of sustained mental effort on a single subject:

Ages.	Time.
5 to 7 years.....	15 minutes
7 to 10 years.....	20 minutes
10 to 12 years.....	25 minutes
12 to 18 years.....	30 minutes

The total amount of work per week including preparation of lessons and class recitation is as follows:

Age.	Work per Week.
5 to 8 years.....	12 hours
8 to 10 years.....	16 hours
10 to 12 years.....	20 hours



12 to 14 years.....	22 hours
14 to 15 years.....	25 hours
15 to 16 years.....	28 hours
16 to 17 years.....	32 hours
17 to 18 years.....	36 hours
18 to 19 years.....	40 hours

As related to this phase of my subject I am impelled by a sense of duty to speak of a matter in which I am not in accord with some of my professional friends. I regard the congestion of all the recitations of the day into one long forenoon session as an unfortunate innovation. Though very popular with both teachers and pupils wherever it has been adopted, I believe that it imposes an unnecessary tax upon the strength and vitality of each and does not give the best results. It does not afford the alternation of work which experience has proven to be so much of a relief. Neither teacher nor pupil can remain at his best during four hours of almost continuous recitation. By this plan the pupil is afforded too little opportunity for personal contact with the teacher and practically no opportunity for study under his direction.

In certain phases of human experience, there seems to be a persistency of sequence that causes one misstep to be followed by others which are still more unfortunate. I learn that one or two municipalities are considering the matter of half-day sessions in their grammar schools. In another, the omission of recess in the high school has been urged, so that the half-day session may be shortened. I trust the tendency to carry this congestion of school work to extremes, may result in its correction. We have persistently added to the school curriculum and now seem bent on increasing the difficulty of mastering it. Having whittled the school year to the minimum limit, we have begun on the school day. It should not be forgotten that school days come to each child but once, that health is his most precious possession and that both the taxpayer and the State have some rights in this matter.

Fifth. Medical inspection is provided for but few of our schools. In some of these it is inadequate and in the rural schools there is practically none. Where it is absent it is especially important that the teacher be able to detect tendencies to deformity, defects of sight and hearing and also be able to recog-

nize the symptoms of the more common diseases, know the period of incubation of each and the period of infection or contagion. This is necessary to prevent pupils from remaining in school longer than is safe and out of school longer than is necessary. This knowledge is also valuable even where a competent medical inspector is employed, as it will enable the teacher to co-operate with him with an intelligence similar in character and effectiveness to that of the trained nurse with the attending physician.

The following table has been obtained from reliable sources and will, I trust, serve the double purpose of directing more general attention to the importance of providing medical inspection for our schools and of proving helpful to those who are already interested in the matter :

DISEASE.	Period of Incubation.	Time when Disease Usually Appears	Duration of Period of Infection or Contagion.
Scarlet Fever.....	1 to 7 days	3 days	Until all peeling has ceased and throat entirely well; usually from 5 to 8 weeks.
Diphtheria .....	2 to 7 days	2 days	Four weeks.
Small Pox .....	9 to 15 days	12 days	Six weeks.
Chicken Pox .....	13 to 19 days	14 days	Three weeks.
Typhoid Fever.....	1 to 28 days	12 days	One to three months.
Measles, Common....	7 to 18 days	14 days	Contagion during the catarrhal stage, sore throat and cough. Keep out of school until all coughing and peeling have ceased.
Measles, German.....	9 to 21 days	18 days	Ten to fourteen days.
Mumps .....	14 to 25 days	19 days	Infectious from one to four days before swelling is visible. Keep out of school 14 days if there are no complications.
Whooping Cough....	7 to 14 days	14 days	Infectious three weeks before whooping begins, or during the primary cough. Keep out nine weeks.
Ring Worm.....			Very contagious until all eruptions have disappeared.

A course including not less than has been outlined should be

included in the curriculum of our normal and training schools. The intelligent discussion of the vital matters briefly presented should be made a prominent feature of all teachers meetings and each medical inspector should give frequent lectures to the teachers of the district in which he is employed. Section 233 of the revised law provides as follows: "Said inspector shall lecture before the teachers at such times as may be designated by the board of education, instructing them concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and prevention of disease."

The school should not impair but improve the health of the child, and establish habits that will tend to its preservation. If it shall impair his health no matter what his attainment, it has rendered both him and the State a doubtful service. If our schools are to fulfill their high mission they must prove quite as effective in raising the average standard of health as of intelligence.

To encourage local school authorities to protect the health of the pupils under their supervision, to the fullest extent, without subjecting their districts to financial loss in the apportionment of school moneys on the basis of attendance, I would respectively recommend that Section 115 of the law be so amended as to read as follows:

"No teacher or pupil who shall be a member of a household in which a person shall be ill with small-pox, diphtheria, scarlet fever, whooping cough, yellow fever, typhus fever, cholera or measles, or other diseases deemed by local school authorities as virulent in character or either infectious or contagious, or of a household exposed to infection or contagion as aforesaid, shall attend any public school during such illness, nor until the board of education shall have been furnished with a certificate from the board of health, or from the physician attending such person, or from a medical inspector, certifying that all danger of communicating the disease by such teacher or pupil has passed."

Some diseases not enumerated above, vary in character in accordance with personal habits and home conditions and are, in some cases, rightfully regarded as neither harmful nor infectious, in others both exclusion and quarantine are necessary. This is

particularly true of parasitic diseases. The necessity of regular attendance to real progress in study would be a sufficient safeguard against any abuse of the discretionary power suggested. The absolute limit fixed by the act as now drawn does not adequately protect the health of the school.



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# **STATISTICAL TABLES**

**ACCOMPANYING THE**

**State Superintendent's Report.**

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**(xliii)**



TABLE I.

## Financial Report by Counties, for the School Year Ending June 30, 1902.

COUNTIES.	Amount Due the County, July 1st, 1901, from State and County Funds.	Amount Due the County, July 1st, 1901, from District Tax.	Amount Due the County, July 1st, 1901, from Other Sources.	Total Amount Due the County, July 1st, 1901.
Atlantic .....	\$66,215 30	\$95,919 67	\$46,923 34	\$209,058 31
Bergen .....	119,520 07	302,526 39	144,723 66	566,770 12
Burlington .....	68,241 79	85,539 33	38,200 47	190,031 59
Camden .....	121,200 71	249,834 44	57,056 66	428,091 81
Cape May .....	20,197 06	28,335 96	38,634 95	85,217 99
Cumberland .....	55,218 55	84,514 59	12,050 20	151,783 34
Essex .....	576,234 87	992,846 45	111,260 82	1,680,342 14
Gloucester .....	42,272 06	54,489 33	9,305 31	106,066 70
Hudson .....	477,137 95	983,217 72	401,798 04	1,862,153 71
Hunterdon .....	55,787 03	43,869 07	8,274 92	107,931 02
Mercer .....	127,299 55	97,339 85	75,337 40	299,977 10
Middlesex .....	80,836 20	156,260 57	58,888 61	296,035 38
Monmouth .....	138,990 84	211,602 91	51,109 96	401,703 71
Morris .....	81,553 18	130,970 38	20,689 45	233,213 01
Ocean .....	28,689 81	47,619 74	40,926 84	117,236 39
Passaic .....	190,060 55	320,762 98	130,706 39	641,529 92
Salem .....	45,248 87	27,597 86	4,411 81	77,258 54
Somerset .....	54,484 25	53,830 69	14,968 64	122,783 58
Sussex .....	35,301 77	36,865 00	10,136 04	82,302 81
Union .....	115,971 38	256,213 59	67,241 95	439,426 92
Warren .....	50,775 56	51,118 15	3,884 02	105,777 73
Total .....	\$2,551,287 65	\$4,310,874 69	\$1,342,529 48	\$8,204,691 82



TABLE I.—Continued.

Financial Report by Counties, for the School Year Ending June 30, 1902.

Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.
\$93,891 50	\$15,020 51	\$19,578 34	\$30,908 69	\$6,909 56	\$13,010 16
226,341 75	34,995 16	44,447 58	49,643 96	5,206 35	21,600 85
100,626 68	10,117 49	6,666 80	17,622 51	.....	9,027 11
229,701 81	40,428 06	54,408 75	21,394 61	7,314 53	29,746 23
32,161 34	3,775 91	22,333 23	6,713 25	390 23	3,263 23
89,653 99	12,020 29	10,567 55	14,005 14	983 01	8,361 50
1,051,642 00	135,179 50	142,708 58	63,817 73	31,902 11	64,811 08
64,393 40	7,731 39	3,873 81	8,866 83	.....	5,728 73
837,311 35	110,647 76	276,822 08	73,531 82	589 27	54,879 78
61,312 15	5,703 57	12,137 67	8,588 41	.....	5,041 65
163,134 71	21,134 06	44,743 99	4,673 62	.....	12,051 06
146,729 32	23,476 82	19,642 49	27,166 11	.....	11,673 51
204,774 16	29,903 40	47,197 85	37,417 61	3,608 18	14,065 93
132,948 14	15,095 00	10,392 48	7,109 40	65 88	11,167 65
47,575 86	5,237 64	36,151 84	9,000 84	897 78	4,849 66
354,506 57	44,779 78	98,714 99	10,135 25	8,107 34	31,545 00
49,937 52	4,554 48	5,801 34	4,851 01	.....	4,285 03
71,087 17	7,198 40	3,569 79	16,432 06	2,875 05	4,320 11
53,372 86	5,837 37	4,147 76	5,581 75	.....	4,429 71
233,438 65	36,341 12	48,738 92	17,256 00	439 87	22,812 01
72,143 91	9,004 85	3,670 68	3,525 82	.....	6,963 59
\$4,316,684 84	\$578,182 56	\$916,316 52	\$458,241 42	\$69,289 16	\$343,658 51

TABLE 1.—Continued.  
Financial Report by Counties, for the School Year Ending June 30, 1902.

COUNTIES.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Amount Expended for Other School Purposes.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30, 1902.	Balance of Monies from Other Sources, June 30, 1902.	Total Balance, June 30th, 1902.
Atlantic .....	\$573 80	.....	\$10,136 85	\$190,028 31	.....	\$18,746 56	\$383 54	\$19,030 10
Bergen .....	485 90	1,794 47	105,890 42	490,406 44	\$99 58	48,681 63	27,582 49	76,383 69
Burlington .....	357 00	1,074 98	32,017 86	177,510 43	11 13	2,602 45	9,907 59	12,521 16
Cairden .....	.....	101 30	25,692 42	408,877 66	.....	11,581 91	7,632 24	19,214 15
Cape May .....	44 21	156 10	8,602 83	72,440 31	60 00	7,730 24	4,978 34	12,777 68
Cumberland .....	48 19	55 00	6,699 39	142,394 00	.....	8,036 40	1,352 88	9,389 28
Essex .....	1,595 00	.....	117,044 52	1,628,700 44	.....	44,642 24	6,999 46	51,641 70
Gloucester .....	229 50	43 40	9,306 41	100,367 47	4 57	4,994 95	904 71	5,804 23
Hudson .....	600 00	.....	106,303 29	1,459,685 35	50 00	290,179 06	112,339 30	402,468 36
Hunterdon .....	.....	545 50	8,384 84	101,713 79	783 38	5,292 61	161 24	6,777 23
Mercer .....	.....	65 00	41,206 95	289,008 42	.....	1,132 99	16,680 74	10,968 68
Mid-Jersey .....	532 30	940 00	47,677 15	277,942 71	6,845 05	18,601 63	91 04	18,692 67
Monmouth .....	1,038 50	1,676 20	23,018 47	362,601 30	1,024 50	17,516 56	30,559 25	39,102 41
Morris .....	200 40	1,868 63	17,830 80	198,766 78	.....	35,446 23	.....	35,446 23
Moran .....	281 50	40 00	6,793 47	109,778 53	.....	6,589 47	1,866 39	7,457 96
Passaic .....	.....	376 24	25,466 82	573,611 99	.....	27,295 35	40,602 53	67,897 93
Salem .....	.....	697 40	2,094 71	72,821 49	1 420 31	2,674 91	341 83	4,437 06
South-Rut .....	497 70	417 50	12,887 96	119,285 04	382 75	2,749 92	365 87	3,498 54
Sussex .....	.....	.....	4,826 85	78,206 30	15 92	3,732 80	347 79	4,096 51
Union .....	.....	455 77	54,524 49	414,005 83	3 13	15,035 07	9,381 89	25,420 09
Warren .....	.....	.....	6,013 89	100,342 74	96 77	4,807 51	540 71	5,434 99
Total .....	\$6,434 80	\$10,237 29	\$467,316 18	\$7,366,411 29	\$42,922 94	\$573,481 69	\$262,721 58	\$838,280 53

\*Overdraft.

TABLE II.  
Financial Report by Cities, for the School Year Ending June 30, 1902.

CITIES.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from Other Sources.	Total Amount Due the District, July 1, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.
Asbury Park.....	\$7,505 94	\$20,000 00	\$2,703 24	\$30,209 18	\$16,355 42	\$2,330 60	\$870 14
Atlantic City .....	31,137 62	58,691 00	41,042 65	130,871 27	50,935 87	10,781 71	15,568 74
Bayonne .....	51,976 02	85,000 00	27,335 83	164,311 85	98,744 80	16,772 29	28,815 80
Bloomfield .....	19,127 76	50,600 00	3,111 00	70,508 06	37,640 61	7,064 07	3,228 62
Bordentown .....	4,121 11	5,544 82	780 30	12,776 93	6,619 00	719 73	289 02
Bridgeton .....	12,912 38	22,756 62	82 24	35,751 24	21,680 50	3,518 61	5,938 77
Burlington .....	6,972 85	10,954 56	6,593 75	24,521 16	11,420 00	1,414 53	186 66
Camden .....	78,763 62	192,365 63	7,235 98	278,365 23	170,187 17	31,086 90	15,174 29
Dover .....	8,501 32	16,000 15	5,602 15	30,103 62	15,676 00	2,425 32	372 98
East Orange.....	36,496 61	101,303 39	10,430 29	148,230 29	88,154 32	11,246 45	8,354 85
Elizabeth .....	52,182 22	78,329 07	4,719 41	135,230 70	93,870 46	14,967 27	7,373 09
Englewood .....	8,623 07	29,446 36	2,892 40	40,961 83	21,334 00	3,000 74	2,500 00
Gloucester City.....	4,894 37	6,650 00	2,195 63	13,740 00	9,300 00	1,216 36	629 09
Hoboken .....	74,333 65	105,562 52	5,802 77	185,698 94	135,096 02	18,687 11	4,554 39
Jersey City.....	235,160 98	575,913 45	217,698 58	1,028,773 01	423,712 68	43,958 17	172,305 71
Lambertville .....	5,946 95	5,219 37	1,900 00	12,966 32	7,175 00	998 20	1,187 45
Millville .....	12,133 09	15,951 91	1,284 23	29,369 23	21,441 00	2,863 21	1,412 55
Montclair .....	29,308 95	92,030 86	7,401 04	128,740 85	71,513 83	10,037 22	7,389 97
Morristown .....	12,574 26	43,718 68	1,385 69	57,678 63	26,791 25	4,207 29	1,667 07
Newark .....	377,086 00	552,500 00	25,811 99	955,397 99	686,417 61	80,359 53	56,691 26
New Brunswick .....	19,227 78	42,249 50	8,235 65	69,712 93	41,000 00	6,500 00	4,027 28
Orange .....	38,557 33	49,205 00	1,529 97	89,292 30	56,159 96	6,023 95	4,857 73
Passaic .....	32,893 08	69,121 97	65,001 79	167,026 79	70,298 26	8,559 96	37,871 76

TABLE II.—Continued.  
Financial Report by Cities. for the School Year Ending June 30, 1902.

CITIES.							
	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from Other Sources.	Total Amount Due the District, July 1, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.
Paterson .....	127,057 34	180,000 00	28,920 77	335,978 11	234,198 97	28,227 60	39,957 06
Perth Amboy.....	15,556 71	30,000 00	9,625 64	55,182 35	26,944 02	7,785 37	1,870 19
Phillipsburg .....	11,546 59	18,161 40	1,816 52	31,524 51	22,266 46	4,273 65	1,362 26
Plainfield .....	20,492 72	62,250 00	15,516 80	98,259 52	50,567 40	7,265 62	1,735 28
Rahway .....	10,465 06	16,000 00	849 72	27,314 77	19,576 31	3,837 02	1,255 55
Salem .....	9,218 69	9,684 25	624 58	19,527 52	12,905 00	1,604 00	1,133 26
Town of Union.....	20,718 97	30,509 15	2,329 77	53,557 89	34,196 64	4,961 15	833 32
Trenton .....	94,496 64	73,744 96	38,621 79	206,862 39	125,402 48	17,267 56	18,745 04
West Hoboken .....	29,613 42	32,339 97	748 26	62,701 65	42,751 67	6,066 69	3,383 03
Total .....	\$1,499,502 04	\$2,681,814 59	\$549,830 43	\$4,731,147 06	\$2,730,132 71	\$370,017 90	\$451,542 19

## SCHOOL REPORT.

TABLE II.—Continued.  
Financial Report by Cities, for the School Year Ending June 30, 1902.

CITIES.	Amount Expended for Transportation of Pupils.	Amount Expended for Fuel and Traction.	Amount Expended for Manual Training.	Amount Expended for Text-Books Apparatus and Supplies.	Amount Expended for Other School Purposes.	Total Amount.	Balance of State, County and District Funds, June 30, 1902.	Balance of District Tax, June 30, 1902.	Balance of Money from Other Sources, June 30, 1902.	Total Balance, June 30, 1902.
Asbury Park		\$3,025 00	\$1,878 79	\$1,455 01	\$2,788 91	\$8,281 87		\$1,000 00	\$507 31	\$1,507 31
Atlantic City		24,723 86	6,908 06	9,555 68	4,691 91	1,21,667 31		8,303 86	4,928 96	13,232 82
Bayonne				7,066 10	8,381 10	179,770 00		513 71	4,928 96	5,441 76
Bloomfield				6,274 16	2,970 39	68,627 85		3,624 91	455 30	4,080 21
Bordentown				422 48	3,253 60	12,747 17			29 76	29 76
Bridgeton				2,508 75	1,156 27	24,502 90		1,171 80	74 64	1,246 44
Burlington				5,683 68	6,136 19	24,247 06			274 10	274 10
Camden				23,176 06	10,815 76	212,560 99		5,785 24		5,785 24
Dover				1,406 43	3,759 04	26,239 77		2,703 86		2,703 86
East Orange				5,857 83	6,783 13	141,903 76		1,132 56	3,193 97	4,326 53
Elizabeth				9,178 48	8,418 10	133,807 40		857 08	546 25	1,403 30
Englewood				2,000 30	5,352 94	15,837 70		2,551 93	1,572 20	4,124 12
Gloucester City				1,330 84	903 82	13,740 00				
Hoboken				3,690 25	15,642 20	185,678 97			19 97	19 97
Jersey City				17,405 40	16,344 68	196,381 64	50 00	361,446 13	71,296 34	427,737 47
Lambertville				678 26	2,856 31	12,911 69			54 63	54 63
Millville				1,547 32	304 76	27,568 44		1,708 67	53 12	1,761 79
Montclair				2,161 99	9,981 86	125,405 37		3,325 48		3,325 48
Morris				1,792 32	1,792 32	36,186 19		21,513 34		21,513 34
Newark				35,891 53	79,187 19	931,386 83		24,011 16		24,011 16
New Brunswick				4,000 00	6,315 07	66,142 15		3,670 68		3,670 68
Orange				2,009 68	4,893 54	68,310 36			961 35	961 35
Pasamunic				7,275 09	8,725 63	137,368 38		5,863 61	20,796 82	26,660 43

TABLE II.—Continued.  
Financial Report by Cities, for the School Year Ending June 30, 1902.

CITIES.	Amount Expended for Transportation of Pupils.	Amount Expended for Debt and Interest.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for Other School Purposes.	Total Amount Expended.	Balance of State, County and District Funds, June 30, 1902.	Balance of District Tax, June 30, 1902.	Balance of Monies from Other Sources, June 30, 1902.	Total Balance, June 30, 1902.
Paterson .....	.....	.....	9,126 40	17,115 92	9,197 11	331,823 06	.....	4,155 05	.....	4,155 05
Perth Amboy .....	.....	.....	.....	2,200 00	11,824 12	50,483 70	.....	4,698 65	.....	4,698 65
Phillipsburg .....	.....	.....	.....	2,530 10	976 81	31,398 27	.....	126 24	.....	126 24
Plainfield .....	.....	.....	.....	3,193 24	17,335 78	89,007 30	.....	7,000 83	3,251 53	10,252 32
Rahway .....	.....	7,710 00	.....	1,928 02	171 84	28,768 64	.....	.....	546 23	546 23
Salem .....	.....	.....	.....	1,503 03	596 75	19,210 03	.....	.....	317 49	317 49
Town of Union .....	.....	3,404 00	.....	2,747 59	2,617 45	51,035 42	.....	2,522 47	.....	2,522 47
Trenton .....	.....	5,100 00	589 27	8,875 99	2,978 88	190,868 43	.....	865 29	.....	865 29
West Hoboken .....	.....	.....	.....	5,811 80	4,613 41	62,611 70	.....	.....	13,098 57	13,098 57
Total .....	\$250 00	\$147,728 61	\$63,234 69	\$200,247 71	\$220,855 40	\$4,241,427 13	\$46,909 90	\$373,302 31	\$121,167 54	\$487,549 85

\*Overdraft.

# SCHOOL REPORT.

TABLE III.  
Apportionment of School Moneys for the School Year Beginning July 1, 1901.

COUNTIES.	Balance of State and County Mon- ey, July 1st, 1901.	Balance of District Tax, July 1st, 1902.	Balance Received from Sources, July 1st, 1902. (Other	Amount Apportioned from State Appropriation, State School Tax, and State School Fund Appropri- ation.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.	Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Repairing and Enlarg- ing School Houses.
Atlantic .....	.....	\$18,746 54	\$253 54	\$73,455 83	\$534 18	.....	\$72,423 00	.....	\$10,625 00
Bergen .....	.....	48,681 63	27,582 49	136,069 83	1,795 08	.....	199,543 42	900 00	12,923 00
Burlington .....	.....	2,802 45	9,907 59	68,053 14	4,353 92	.....	69,537 18	200 00	3,350 00
Camden .....	.....	11,681 91	7,032 24	130,555 23	1,529 71	.....	217,465 00	.....	21,400 00
Cape May .....	.....	7,739 34	4,978 34	23,785 53	740 00	.....	21,994 19	.....	1,750 00
Cumberland .....	.....	8,036 40	1,352 83	55,980 25	1,766 13	.....	66,365 57	.....	4,325 00
Essex .....	.....	44,642 24	6,969 46	644,084 78	.....	.....	264,143 23	17,500 00	54,700 00
Gloucester .....	.....	4,294 95	804 71	43,363 67	1,811 50	.....	29,030 00	100 00	2,975 00
Hudson .....	.....	290,179 06	112,229 30	516,523 60	.....	.....	687,184 25	18,400 00	305,906 26
Hunterdon .....	.....	5,292 61	161 24	52,136 55	2,297 43	.....	28,636 26	.....	22,670 11
Mercer .....	.....	1,132 89	16,690 74	128,723 39	454 63	.....	107,285 00	.....	17,000 00
Middlesex .....	.....	18,001 63	91 04	86,431 59	.....	.....	128,463 53	1,200 00	26,067 47
Monmouth .....	.....	17,518 54	20,559 25	144,822 01	2,496 79	.....	117,852 00	250 00	12,000 00
Morris .....	.....	36,446 23	.....	64,374 82	2,597 04	.....	90,975 50	.....	11,110 00
Ocean .....	.....	5,539 47	1,905 39	29,976 53	904 10	.....	33,213 28	3,000 00	17,486 00
Passaic .....	.....	27,256 25	40,602 68	201,409 15	1,169 25	.....	203,932 54	5,950 00	68,238 00
Salem .....	.....	2,674 91	241 82	41,117 72	2,100 00	.....	19,873 09	.....	3,008 25
Somerset .....	.....	2,749 92	365 87	54,627 51	2,969 09	.....	44,669 00	.....	1,278 00
Sussex .....	.....	2,732 80	247 79	35,300 74	2,321 34	.....	32,225 00	.....	1,100 00
Union .....	.....	16,026 07	8,351 89	127,732 29	.....	.....	230,160 00	.....	12,689 62
Warren .....	.....	4,307 51	540 71	54,919 85	.....	.....	28,768 02	.....	2,035 09
Total .....	\$32,922 24	\$578,681 59	\$281,721 88	\$2,728,961 54	\$21,739 31	.....	\$2,562,053 88	\$44,900 00	\$494,230 21

\*Overdraft.

# REPORT OF SUPERINTENDENT.

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TABLE III.—Continued.

Apportionment of School Moneys for the School Year Beginning July 1, 1901.

COUNTIES.	Amount of District Tax Voted for Manual Training	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30, 1902.
Atlantic .....	\$2,000 00	\$21,777 12	\$106,895 12	.....	.....	.....	\$204,915 23
Bergen .....	2,700 00	47,442 11	283,247 63	.....	\$37,500 00	\$2,100 00	\$307,066 12
Burlington .....	.....	9,498 98	73,938 14	.....	.....	.....	155,908 96
Camden .....	4,500 00	17,549 00	260,914 00	.....	.....	.....	402,512 09
Cape May .....	500 00	6,177 75	30,325 04	.....	.....	.....	67,629 20
Cumberland .....	500 00	4,330 00	75,060 57	1,000 00	.....	.....	143,076 23
Essex .....	18,375 00	92,308 00	1,035,029 28	.....	.....	18,375 00	1,747,132 84
Gloucester .....	.....	7,458 00	49,563 00	.....	.....	.....	100,542 40
Hudson .....	.....	78,885 00	1,187,906 21	.....	.....	.....	2,106,898 17
Hunterdon .....	.....	1,848 60	61,815 15	.....	.....	.....	113,468 36
Mercer .....	.....	28,882 00	154,227 50	.....	.....	.....	304,384 89
Middlesex .....	.....	14,091 50	168,912 60	.....	.....	.....	270,438 76
Monmouth .....	2,500 00	39,322 90	173,884 90	.....	.....	.....	359,388 11
Morris .....	.....	7,993 26	110,078 76	.....	.....	.....	234,498 88
Ocean .....	.....	7,522 50	60,220 76	.....	.....	.....	98,559 25
Passaic .....	4,500 00	10,162 97	357,821 51	.....	.....	.....	629,306 97
Salem .....	.....	2,873 33	25,754 67	.....	.....	.....	73,409 44
Somerset .....	1,700 00	1,120 00	48,655 00	.....	.....	.....	109,650 14
Sussex .....	.....	2,475 00	85,800 00	.....	.....	.....	77,418 69
Union .....	250 00	16,736 98	250,844 60	.....	.....	.....	402,996 98
Warren .....	.....	8,575 00	473,780 02	.....	.....	.....	106,823 36
Total .....	\$35,525 00	\$422,578 57	\$4,563,391 26	\$1,000 00	\$37,500 00	\$18,475 00	\$5,216,037 64



**TABLE IV.**  
**Enrollment and Attendance of Pupils, by Counties.**

COUNTIES.	Number of Months the Schools were Kept Open	Number of Boys Between 4 and 20 Years of Age Enrolled in the Schools During the Year	Number of Girls Between 4 and 20 Years of Age Enrolled in the Schools During the Year.	Total Number of Children Between 4 and 20 Years of Age Enrolled in the Schools During the Year	Number of Pupils Neither Absent nor Tardy during the Year.	Total Number of Cases of Tardiness During the Year.	Average Number of Cases of Tardiness per day for Each Teacher.	Average Number on Roll.	Average Daily Attendance.
Atlantic .....	9	4,783	4,844	9,627	84	20,697	.52	5,573	5,510
Bergen .....	9.29	8,531	8,414	17,005	209	25,218	.50	12,381	11,188
Burlington .....	9.06	5,379	5,158	10,534	66	25,771	.60	6,714	5,960
Camden .....	9.9	9,147	9,612	18,759	154	23,644	.24	12,075	11,700
Cape May .....	9	1,582	1,565	3,097	18	9,578	1.08	2,052	1,772
Cumberland .....	9.1	5,409	5,440	10,849	87	31,079	.77	7,518	6,691
Essex .....	10	30,320	30,795	61,115	1,060	51,692	.34	48,399	44,114
Gloucester .....	9.47	3,643	3,434	6,977	23	20,372	.66	4,423	3,915
Hudson .....	10	21,458	21,544	43,102	1,946	33,518	.43	48,668	45,334
Hunterdon .....	9.8	3,368	3,218	6,582	54	15,599	.50	4,233	3,763
Mercer .....	9.06	7,229	7,337	14,566	75	19,853	.69	11,141	9,716
Middlesex .....	9.1	5,741	5,679	11,420	309	15,309	.54	9,794	9,044
Monmouth .....	9.57	8,921	8,448	17,368	284	27,844	.43	11,556	10,453
Morris .....	9.27	5,823	5,747	11,580	249	12,815	.31	8,048	7,308
Ocean .....	9.07	2,283	2,396	4,778	70	7,344	.33	3,103	2,698
Passaic .....	9.21	12,287	12,194	24,431	216	22,410	.32	20,036	18,277
Salem .....	9.4	2,898	2,744	5,642	157	13,900	.66	3,708	3,300
Somerset .....	9.9	3,181	3,042	6,223	148	14,843	.69	4,146	3,632
Sussex .....	9.5	2,649	2,748	5,397	80	13,596	.65	3,399	2,996
Union .....	9.1	7,939	8,037	15,976	269	16,475	.56	12,376	11,362
Warren .....	9.45	3,780	3,804	7,584	261	9,769	.27	5,298	4,830
Total .....	9.38	168,269	168,396	336,664	5,905	456,826	.52	246,749	223,960

## REPORT OF SUPERINTENDENT.

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TABLE IV.—Continued.

## Enrollment and Attendance of Pupils, by Counties.

Percentage of Daily Attendance on Average Enrollment	Number of Pupils Enrolled in Kindergarten.	Number of Pupils Enrolled in Primary Grade	Number of Pupils Enrolled in Grammar Grade	Number of Pupils Enrolled in High School Grade.	Number of Classes in School.	Average Number of Pupils Transferred per day	Number of Male Teachers Employed	Number of Female Teachers Employed	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
86		6,386	2,863	378	9		33	171	69.20	42.68
90	1,829	10,071	4,598	507	6,523		61	322	108.82	57.23
85	176	6,277	3,874	407			31	216	70.36	41.58
89	153	13,022	5,027	557		9	30	480	82.49	48.22
86	120	1,882	1,124	171	13		30	48	56.20	43.43
89	83	6,839	3,103	824	798		37	188	53.34	43.73
91	9,063	35,420	13,683	2,960	1,460	45	187	1,402	106.90	61.16
88		4,708	2,183	84	2,858	4	34	129	59.30	40.94
91	1,606	45,902	14,739	1,456	1,202	85	90	1,263	157.12	59.29
89	74	3,708	2,858	242	2,470		37	135	51.88	38.66
84	132	9,541	4,137	756	1,433		21	312	115.68	47.68
89		9,314	3,444	662	726	28	31	274	93.17	42.33
90	501	9,934	5,823	1,112	1,639	81	73	214	75.25	49.25
90	198	6,863	3,959	570		44	66	205	65.26	49.34
87	111	2,788	1,691	218	12	9	36	88	56.14	35.93
86	3,183	15,619	6,556	1,037	2,114		84	680	82.35	49.16
89		3,780	1,406	456	1,087		16	121	65.25	38.90
88	324	3,424	2,124	241	783	21	25	180	70.28	44.47
87	148	3,173	1,825	251	6		39	102	47.81	36.00
91	613	9,803	4,410	1,150	351		41	330	110.00	56.00
91	61	4,417	2,637	469	2,126		39	150	49.95	36.38
90	18,414	212,071	91,636	14,544		326	1,041	6,897	87.15	52.08

## SCHOOL REPORT.

**TABLE V.**  
**Enrollment and Attendance of Pupils, by Cities.**

CITIES.	Number of Months the Schools were Kept Open	Number of Boys Between 4 and 20 Years of Age Enrolled in the Schools During the Year	Number of Girls Between 4 and 20 Years of Age Enrolled in the Schools During the Year	Total Number of Children Between 4 and 20 Years of Age Enrolled in the Schools.	Number of Pupils Neither Absent nor Tardy During the Year	Total Number of Cases of Tardiness During the Year	Average Number of Cases of Tardiness per day for Each Teacher	Average Number on Roll	Average Daily Attendance
Asbury Park .....	10	347	386	733	17	988	33	555	509
Atlantic City .....	9.5	2,554	2,627	5,181	23	9,363	58	3,796	3,413
Bayonne .....	10	2,189	2,025	4,214	90	4,435	1.97	4,541	4,111
Bloomfield .....	10	966	981	1,936	14	6,383	70	1,451	1,343
Bordentown .....	10	318	282	600	15	746	31	409	347
Bridgeton .....	10	1,273	1,332	2,605	17	5,323	57	1,897	1,705
Burlington .....	10	500	535	1,035	3	2,280	88	708	641
Camden .....	10	6,006	6,686	12,694	91	5,887	.11	9,332	8,375
Dover .....	9.4	470	682	1,152	84	278	.07	1,080	1,021
East Orange .....	10	2,026	2,143	4,169	57	1,139	.07	3,296	3,096
Elizabeth .....	9.4	2,666	2,742	5,408	110	1,737	1.79	5,833	5,313
Englewood .....	9.16	487	490	977	11	1,646	.39	779	714
Gloucester City .....	10	522	529	1,051	5	6,530	1.83	640	563
Hoboken .....	10	4,778	4,793	9,569	244	1,609	.71	7,652	7,153
Jersey City .....	10	14,717	15,230	29,947	1,400	14,332	.01	23,640	22,349
Lambertville .....	10	576	579	1,155	13	937	.33	569	523
Millville .....	10	1,037	1,158	2,195	18	5,689	.60	1,603	1,472
Montclair .....	10	1,428	1,401	2,829	56	6,766	.54	2,279	2,146
Morristown .....	9.4	736	782	1,518	41	1,309	.21	1,248	1,174
Newark .....	10	20,054	20,565	40,619	746	22,366	.14	32,831	29,764
New Brunswick .....	9.4	1,402	1,315	2,717	122	262	.03	2,179	2,061
Orange .....	10	1,988	1,848	3,716	42	2,223	.14	2,753	2,533
Pasaic .....	9.5	2,575	2,623	5,197	26	9,402	.47	3,813	3,370
Paterson .....	9.65	3,021	3,064	6,085	176	16,387	.24	12,796	11,876
Perth Amboy .....	9.4	1,890	1,818	3,678	51	1,340	.13	3,092	2,609
Phillipsburg .....	10	857	923	1,780	97	894	.13	1,534	1,445
Plainfield .....	9.1	1,357	1,358	2,715	74	6,634	.60	2,125	1,928
Rahway .....	9.3	706	710	1,416	14	1,106	.02	1,096	1,012
Salem .....	10	693	609	1,303	109	1,639	.24	948	902
Town of Union .....	10	1,583	1,586	3,119	27	362	.04	2,426	2,296
Trenton .....	9.6	5,063	5,363	10,441	....	7,777	.18	8,716	7,451
West Hoboken .....	10	2,540	2,427	4,967	86	3,764	.29	3,623	3,306
Total .....	9.78	94,064	94,834	190,858	3,900	251,160	.45	148,756	136,433

## REPORT OF SUPERINTENDENT.

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TABLE V.—Continued.

## Enrollment and Attendance of Pupils, by Cities.

Percentage of Daily Attendance on Average Enrollment	Number of Pupils Enrolled in Kindergarten.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade	Number of Pupils Enrolled in High School Grade.	Number of Classes in School	Average Number of Pupils Transferred per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.92	98	370	380	125	64	.	1	24	\$225 00	\$65 73
.90	134	3,415	1,500	368	12	.	4	27	138 17	49 06
.91	342	4,416	1,496	168	153	.	10	167	134 75	59 73
.88		396	477	122	57	8	9	51	90 55	56 27
.89		361	193	48		.	12	12	84 21	44 02
.91		1,601	889	315	25	.	10	48	77 51	41 51
.90		707	279	49		.	2	23	106 75	49 00
.94	109	3,174	2,863	343		.	14	312	117 21	49 96
.93	122	654	444	132	55	.	3	26	115 26	50 94
.92	439	2,112	1,133	480	94	.	13	104	153 07	55 10
.92		4,808	2,211	480	133	.	15	123	134 00	56 00
.92	124	531	284	43	126	.	2	29	165 00	51 73
.96		635	330	48		.	1	17	100 00	48 24
.94		7,632	1,660	227	187	.	7	194	175 00	55 05
.94	579	21,443	7,449	671	565	.	36	613	235 22	58 13
.92		463	194	98	140	.	1	14	106 00	46 45
.92		1,414	532	149	112	.	5	45	67 92	37 27
.94	405	1,375	733	221	80	.	11	86	106 06	69 41
.94		927	458	123	43	.	3	38	141 21	62 77
.90	6,628	24,261	3,260	1,380	819	.	119	390	101 45	61 09
.78		1,676	777	264	60	.	7	67	109 52	46 56
.91	535	2,225	754	202	76	.	9	30	136 77	56 08
.88	872	2,827	1,184	312	99	.	7	116	107 74	60 23
.92	1,752	9,641	4,085	697	357	.	50	264	135 14	54 80
.91		2,997	632	149	53	.	8	56	90 18	46 19
.96		1,094	529	157	44	.	5	36	75 60	47 22
.91	396	1,452	718	279	73	.	5	63	102 00	60 00
.92		997	347	72	36	.	4	22	113 00	40 00
.94		950	241	111	49	.	2	23	80 00	40 27
.95	302	1,214	333	206	56	.	3	49	116 05	54 88
.85	57	8,973	2,775	638	212	.	14	223	131 60	48 78
.92	690	3,095	1,095	97	75	.	5	33	123 74	54 64
.93	13,204	122,738	45,670	3,746	3,940	8	382	4,160	\$120 70	\$58 24

**TABLE VI.**  
**Teachers' Salaries, by Counties.**

COUNTIES.	Average salary per month paid to Male Teachers, 1901-1902.		Increase.	Decrease.	Average Salary per Month Paid to Female Teachers, 1901-1902.		Increase.	Decrease.
Atlantic .....	\$69 30	12.87			\$42 88	3.71		
Bergen .....	108 82	7.73			57 28	1.87		
Burlington .....	70 36		3.12		41 59			.98
Camden .....	83 49		4.27		48 23	.81		
Cape May .....	56 20	56			43 43	9.33		
Cumberland .....	53 34		6.15		43 72	6.68		
Essex .....	108 90		48.98		61 16			7.32
Gloucester .....	59 30	3.75			40 94	.98		
Hudson .....	157 12	6.69			59 29	1.98		
Hunterdon .....	51 88	1.20			38 08			.31
Mercer .....	115 68		3.32		47 08			12.34
Middlesex .....	93 17	13.03			47 23	.20		
Monmouth .....	75 26	2.82			49 36			1.62
Morris .....	65 26	1.57			49 24	.27		
Ocean .....	54 14	4.26			35 93	.36		
Passaic .....	82 35	5.90			49 16	3.46		
Salem .....	55 25	1.20			38 90	.80		
Somerset .....	70 28	4.08			46 48	3.64		
Sussex .....	47 81	1.71			36 90	.20		
Trent .....	110 00		8.70		56 00	1.40		
Warren .....	49 96	2.74			36 28	.27		

## REPORT OF SUPERINTENDENT.

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**TABLE VII.**  
**Teachers' Salaries, by Cities.**

CITIES.	Average Salary per Month Paid to Male Teachers, 1901-1902.			Average Salary per Month Paid to Female Teachers, 1901-1902.			Number of Male Teachers, 1900-1901	Number of Male Teachers, 1901-1902	Number of Female Teachers, 1900-1901	Number of Female Teachers, 1901-1902.
		Increase	Decrease		Increase	Decrease				
Asbury Park . . . . .	\$125 00	35.00		98 73	63		2	1	22	24
Atlantic City . . . . .	138 17		7 66	49 05		8.73	4	4	83	87
Bayonne . . . . .	134 75		14.56	59 73	5.13		10	10	154	167
Bloomfield . . . . .	90 55		8 82	56 27	2 69		8	9	46	51
Bordentown . . . . .	84 21		2.19	44 02		6.67	2	2	11	12
Bridgeton . . . . .	77 50		10.83	41 61	1.56		3	2	48	48
Burlington . . . . .	106 75		1.85	49 00	2.71		2	2	22	23
Camden . . . . .	117 21		2.97	49 95	.68		11	14	300	313
Dover . . . . .	115 25	5.45		50 94		.66	3	3	25	26
East Orange . . . . .	163 07	6.92		65 10	1.28		13	13	98	104
Elizabeth . . . . .	123 00	13.00		56 00	2.67		16	15	129	133
Englewood . . . . .	165 00	68.50		61 72		6.85	1	2	26	29
Gloucester City . . . . .	100 00			48 24	.98		1	1	15	17
Hoboken . . . . .	175 00	12.13		65 85	8.59		9	7	200	194
Jersey City . . . . .	235 32	21.27		68 18	5.63		21	36	565	613
Lambertville . . . . .	108 00	1.70		45 45	.83		1	1	14	14
Millville . . . . .	67 93		12.08	37 27	.07		4	5	43	46
Montclair . . . . .	106 06	1.48		69 41	1.76		11	11	83	86
Morristown . . . . .	141 21		54.99	62 77		1.43	2	3	34	38
Newark . . . . .	101 45		79.55	61 99		4.31	117	119	846	900
New Brunswick . . . . .	169 63	9.62		46 56		.44	5	7	61	67
Orange . . . . .	126 77	29.67		56 98		1.73	9	9	74	80
Passaic . . . . .	107 74		13.06	60 33	3.12		7	7	115	116
Paterson . . . . .	135 14	9.22		54 80	2.60		36	50	389	534
Perth Amboy . . . . .	90 18	16.18		46 19	.19		3	6	51	56
Phillipsburg . . . . .	75 80	5.70		47 32	2.51		5	5	35	36
Plainfield . . . . .	102 00		.60	60 00		8.00	5	5	66	68
Rahway . . . . .	113 00		19.00	40 00		7.00	4	4	32	33
Salem . . . . .	80 00			40 37	.17		2	2	23	23
Town of Union . . . . .	118 05	7.72		54 88	.15		8	8	48	49
West Hoboken . . . . .	123 74	8.74		54 64	13.23		4	5	82	89

## SCHOOL REPORT.

**TABLE VIII.**  
**Condition of School Houses, by Counties.**

COUNTIES.	Number of School-houses.	Number owned.	Number rented.	Brick.	Wood.	Stone.	Number of class-rooms.	Number of children the school houses will seat comfortably.	Number of school-houses erected during the year.	Number Enlarged, Returned or Removed.
Atlantic .....	70	85	5	4	84	.....	183	8,888	2	1
Bergen .....	110	102	8	21	76	4	391	16,791	2	2
Burlington .....	121	120	11	29	92	.....	245	11,858	1	12
Camden .....	107	97	10	23	89	5	431	19,087	2	7
Cape May .....	38	27	1	1	37	.....	70	2,716	2	3
Cumberland .....	94	82	2	24	60	.....	241	12,042	1	2
Essex .....	126	120	5	33	31	1	1,326	60,184	2	2
Gloucester .....	74	74	.....	4	62	6	160	7,424	1	2
Hudson .....	89	75	14	81	6	2	1,143	52,171	6	3
Hunterdon .....	111	111	.....	9	88	14	168	6,412	3	4
Mercer .....	80	80	.....	26	42	2	299	12,880	2	.....
Middlesex .....	101	93	8	23	68	0	293	14,056	2	2
Monmouth .....	122	122	1	27	106	0	404	19,401	2	1
Morris .....	119	118	1	17	95	7	244	13,282	2	1
Ocean .....	68	64	4	4	64	.....	128	6,272	2	1
Passaic .....	75	75	.....	25	28	2	578	23,516	2	2
Salem .....	80	77	3	14	66	.....	136	6,560	.....	.....
Somerset .....	72	72	0	12	65	2	159	6,711	1	.....
Sussex .....	97	97	.....	10	84	3	140	5,960	.....	.....
Union .....	52	45	7	25	27	.....	252	12,352	5	1
Warren .....	99	96	3	17	68	14	192	8,878	.....	2
Total .....	1,232	1,242	89	562	1,209	61	7,180	328,063	43	62

TABLE IX.  
Condition of School Houses, by Cities,

CITIES.	Number of School-houses.	Number owned.	Number rented.	Brick.	Wood.	Stone.	Number of Class Rooms.	Number of Children the School-houses Will Seat Comfortably.
Asbury Park .....	2	2	.....	1	1	.....	25	717
Atlantic City .....	8	8	.....	5	3	.....	93	4,113
Bayonne .....	9	8	1	8	1	.....	113	4,732
Bloomfield .....	7	7	.....	7	.....	.....	59	2,264
Bordentown .....	2	2	.....	1	1	.....	13	640
Bridgeton .....	6	6	.....	6	.....	.....	57	2,468
Burlington .....	6	6	.....	6	.....	.....	29	1,218
Camden .....	35	29	6	25	6	4	304	12,555
Dover .....	3	3	.....	3	.....	.....	28	1,400
East Orange .....	7	7	.....	7	.....	.....	98	3,818
Elizabeth .....	10	10	.....	10	.....	.....	138	7,773
Englewood .....	5	4	1	2	3	.....	36	985
Gloucester City .....	5	5	.....	3	2	.....	17	755
Hoboken .....	16	9	7	16	.....	.....	187	8,719
Jersey City .....	30	30	.....	28	1	1	538	23,449
Lambertville .....	3	3	.....	3	.....	.....	15	684
Millville .....	13	13	.....	10	3	.....	52	2,614
Montclair .....	12	12	.....	7	4	1	72	3,340
Morristown .....	3	3	.....	3	.....	.....	34	1,552
Newark .....	56	52	4	50	6	.....	805	39,734
New Brunswick .....	7	7	.....	7	.....	.....	67	3,168
Orange .....	6	6	.....	6	.....	.....	73	3,031
Passaic .....	10	10	.....	9	1	.....	111	5,283
Paterson .....	21	21	.....	21	.....	.....	357	13,364
Perth Amboy .....	10	5	5	7	3	.....	61	3,004
Phillipsburg .....	6	6	.....	5	1	.....	46	1,908
Plainfield .....	8	7	1	6	2	.....	66	2,956
Rahway .....	4	2	2	4	.....	.....	24	1,746
Salem .....	7	4	3	5	2	.....	28	1,330
Town of Union.....	3	2	1	3	.....	.....	47	2,460
Trenton .....	26	26	.....	25	.....	1	215	9,825
West Hoboken .....	5	4	1	4	.....	1	76	4,148
Total .....	351	319	32	303	40	8	3,884	171,753



**TABLE X.**  
**Valuation of School Properties, by Counties.**

COUNTIES	Number of Buildings Valued at \$100 or Less.	Number Valued Between \$100 and \$500.	Number Valued Between \$500 and \$1,000.	Number Valued Between \$1,000 and \$5,000.	Number Valued Between \$5,000 and \$10,000.	Number Valued Between \$10,000 and \$20,000.	Number Valued Between \$20,000 and \$40,000.	Number Valued over \$40,000.	Total Valuation of School Buildings.	Average Value.
Atlantic .....		9	30	15	2	0	7	3	\$479,635	\$7,378
Bergen .....			9	29	20	16	0	3	\$59,100	\$8,422
Burlington .....	32	43	30		4	5	3		\$23,287	\$2,894
Camden .....	7	17	42			7	14		\$68,753	\$10,129
Cape May .....	1	14	18		2	1	0	1	\$29,850	\$3,500
Cumberland .....	1	2	34	41	0	4	4		\$58,550	\$2,897
Essex .....		1	5	12	9	11	31	50	\$4,853,300	\$6,444
Gloucester .....		6	25	34	7	2			\$45,835	\$1,938
Hudson .....		1	1	1	4	10	16	43	\$1,500,900	\$6,580
Hunterdon .....	4	28	60	26	2	2			\$62,960	\$1,477
Mercer .....		1	33	14	0	10	13	1	\$31,354	\$10,396
Middlesex .....		6	23	29	4	7	6	2	\$42,700	\$6,996
Monmouth .....			25	73	14	9	6	6	\$10,800	\$7,581
Morris .....		8	47	48	0	6	1	2	\$73,300	\$4,011
Ocean .....		28	17	14	3	3	1		\$61,000	\$2,512
Passaic .....		8	4	27	8	6	18	12	\$1,367,450	\$18,222
Salem .....		7	48	19	2		1		\$44,450	\$1,876
Somerset .....		6	43	17	2	4	1	1	\$38,615	\$3,122
Sussex .....		26	51	16	3	1	1		\$34,200	\$2,002
Union .....			2	14	6	6	11	7	\$63,475	\$21,239
Warren .....		27	40	21	1	1	4	1	\$52,670	\$2,944
Total .....	61	194	577	652	228	111	140	124	\$18,085,764	\$9,602

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**TABLE XI.**  
**Valuation of School Property, by Cities.**

CITIES.	Number Valued at \$1,000 or less.	Number Valued Between \$1,000 and \$5,000.	Number Valued Between \$5,000 and \$10,000.	Number Valued Between \$10,000 and \$20,000.	Number Valued Between \$20,000 and \$40,000.	Number Valued Above \$40,000.	Total Valuation of School Buildings.	Average Value
Asbury Park .....				1		1	\$50,000 00	\$50,000 00
Atlantic City .....					8	2	580,000 00	47,500 00
Bayonne .....				1	1	8	384,500 00	48,063 00
Bloomfield .....		1			5	1	250,000 00	35,714 00
Bordentown .....			1		1		21,500 00	10,750 00
Bridgeton .....			2	2	2		97,000 00	16,167 00
Burlington .....		1	3	1	1		65,000 00	10,383 00
Camden .....	1	3	2	6	13	4	783,103 00	27,004 00
Dover .....				2	1		58,000 00	19,333 00
East Orange.....					1	6	599,000 00	85,571 00
Elizabeth .....				1	5	4	392,000 00	39,200 00
Englewood .....			2	1	1		35,000 00	11,666 00
Gloucester City .....		2	2	1			34,000 00	6,800 00
Hoboken .....			2			7	630,000 00	70,000 00
Jersey City.....			1	4	8	23	1,561,100 00	47,306 00
Lambertville .....		2	1				16,000 00	5,333 00
Millville .....	4	5	2	1	1		83,000 00	6,287 00
Montclair .....		2	3	1	5	1	244,000 00	28,666 00
Morristown .....				1	1	1	120,000 00	43,334 00
Newark .....		2	2	5	14	20	2,849,400 00	50,950 00
New Brunswick....		1	1	2	1	2	196,000 00	28,000 00
Orange .....						6	308,000 00	51,333 00
Pasaic .....		1		1	5	2	301,000 00	30,100 00
Paterson .....				3	9	9	350,800 00	40,515 00
Perth Amboy.. ..				1	4		141,000 00	28,200 00
Phillipsburg .....		2			3		97,500 00	16,250 00
Plainfield .....				1	6	1	236,875 00	33,839 00
Rahway .....	1				1		32,500 00	16,250 00
Salem .....		2	1		1		40,000 00	10,000 00
Town of Union ..						2	160,000 00	80,000 00
Trenton .....			4	9	12	1	656,804 00	25,266 00
West Hoboken. ..					1	3	168,000 00	42,000 00
Total .....	6	26	28	44	102	111	\$11,791,082 00	\$36,962 00

**TABLE XII.**  
**School Terms and District Tax.**

COUNTIES.	Total Number of School Districts.	Number of Districts in Which the Schools have been kept open less than six Months.	Number in Which They Have Been Kept Open Six Months, but Less Than Nine.	Number in Which They Have Been Kept Open Nine Months or More.	Number of Districts That Raised Tax for Current Expenses.	Number of Districts That Raised Tax for Purchase of Land.	Number of Districts That Raised Tax to Build and Repair School-houses.	Number of Districts That Raised Tax for Manual Training.	Number of Districts That Raised Tax for Bonds and Interest.	Number of Districts That Raised no Tax.
Atlantic . . . . .	16			16	14		7	1	6	2
Bergen . . . . .	53			51	53	1	23	3	40	
Burlington . . . . .	23			20	22	1	12		15	1
Camden . . . . .	13			13	13		11	1	3	
Cape May . . . . .	12			12	12		3	1	7	
Cumberland . . . . .	12			12	12		12	1	3	
Essex . . . . .	17			17	17	2	11	7	12	
Gloucester . . . . .	17			17	17	1	9		10	
Hudson . . . . .	13			13	13	3	10		3	
Hunterdon . . . . .	20			20	20	2	11		3	
Mercer . . . . .	10		1	9	10		8		6	
Middlesex . . . . .	15			13	13	2	14		11	
Monmouth . . . . .	26			26	26	1	20	3	14	
Morris . . . . .	24		7	17	24		12		3	
Ocean . . . . .	20			20	18	1	7		3	2
Passaic . . . . .	11		3	8	11	2	7	2	3	
Salem . . . . .	15			15	15		12		4	
Somerset . . . . .	14			14	13		4	1	1	1
Sussex . . . . .	16			16	13		8		2	
Union . . . . .	14		2	12	14		7	1	7	
Warren . . . . .	20			20	20		8		3	
Total . . . . .	394		18	376	380	16	212	21	183	6

TABLE XIII.

Apportionment of Reserve Fund for the Year 1902-1903.

COUNTIES	Number of Teachers.	Total Days' Attendance.	Amount Received From State School Fund.	Amount Received From State Fund.	Amount of Tax.	Amount Paid to Reserve Fund.	Amount Received From Reserve Fund.	Amount Out.	Amount In.	Percentage Out.	Percentage In.	Per Capita on Enrollment.	Per Capita on Total Days' Attendance.	Amount per Teacher
Atlantic ..	184	971,235 1/2	\$4,676 06	\$25,822 92	\$47,956 85	\$4,785 69	\$4,796 69	..	..	..	..	8 84	8	\$426 40
Bergen ..	259	2,059,035	9,913 33	40,651 27	75,485 23	7,549 52	7,549 52	..	..	..	..	7.72	8.1	351 14
Burlington ..	246	1,058,797	5,097 63	21,346 66	39,643 83	3,964 38	3,964 38	..	..	..	..	6 37	6.2	263 65
Camden ..	430	2,216,837	10,673 07	38,563 76	71,618 40	7,161 84	7,161 84	..	..	..	..	6 45	6.4	281 06
Cape May ..	73	290,904 1/2	1,400 58	7,824 75	14,650 35	1,455 03	1,455 03	..	..	..	..	7 98	8.1	325 53
Cumberland ..	224	1,221,713	5,882 00	16,442 39	30,535 99	3,053 59	3,053 59	..	..	..	..	5 13	4.8	249 37
Essex ..	2,517	8,101,480 1/2	39,005 01	213,326 11	397,105 64	39,710 56	39,710 56	\$5,850 00	\$3,000 00	1.4	9.8	10 42	7.9	424 57
Gloucester ..	156	704,645 1/2	3,382 55	13,089 89	25,981 23	2,598 12	2,598 12	..	..	..	..	6 18	6.1	277 97
Hudson ..	1,258	3,509,663	40,970 20	166,443 69	309,109 71	30,910 97	30,910 97	..	..	..	..	8 08	8	410 59
Hunterdon ..	161	712,355	3,429 67	17,047 41	31,959 47	3,165 96	3,165 96	..	..	..	..	7 78	7.3	323 83
Mercer ..	323	1,823,455	8,774 30	45,537 36	84,662 23	8,466 22	8,466 22	300 00	..	..	..	10 01	7.6	429 50
Middlesex ..	282	1,602,663 1/2	7,715 62	27,559 59	51,165 38	5,116 64	5,116 64	..	..	..	..	8.64	6.4	306 48
Monmouth ..	376	1,908,410 1/2	9,188 14	47,624 35	88,259 52	8,825 55	8,825 55	150 00	..	1	..	8 45	7.6	385 18
Morris ..	255	1,363,840	6,565 28	27,232 90	50,576 55	5,057 54	5,057 54	..	..	..	..	6.22	6.2	330 89
Ocean ..	117	474,030	3,283 24	8,538 00	15,956 28	1,585 53	1,585 53	..	2,300	..	20.8	8.40	6.3	356 31
Passaic ..	624	3,624,371	17,449 72	64,285 80	119,573 63	11,957 36	11,957 36	..	..	..	..	7.22	6.6	323 77
Paterson ..	134	596,863 1/2	2,873 58	13,286 45	24,858 69	2,485 87	2,485 87	..	..	..	..	7 45	6.9	306 85
Rocky Hill ..	153	676,951 1/2	3,259 28	18,083 90	33,584 39	3,353 44	3,353 44	300 00	..	8	..	9 07	8.1	357 04
Somerset ..	140	581,646	2,900 87	11,235 13	20,865 24	2,086 52	2,086 52	..	300 00	..	1.4	6 39	5	251 43
Sussex ..	364	2,097,785	10,080 84	41,171 32	76,451 03	7,646 10	7,646 10	..	..	..	..	8 03	6	350 91
Union ..	185	945,153	4,550 49	17,314 28	32,156 08	3,215 51	3,215 51	..	..	..	..	7.07	5.7	291 99
Warren ..	185	945,153	4,550 49	17,314 28	32,156 08	3,215 51	3,215 51	..	..	..	..	7.07	5.7	291 99
Total .....	7,561	41,540,740	\$200,000 00	\$983,978 04	\$1,641,673 60	\$164,167 35	\$164,167 35	\$6,600 00	\$4,800 00	.4	.4	8.10	6.6	360 49

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**TABLE XIV.**  
**Per Capita Cost of Education, by Counties.**

COUNTIES.	Per Capita Expense on Enrolled Attendance.	Per Capita Expense on Average Attendance.
Atlantic .....	\$13 78	\$22 44
Bergen .....	23 00	24 96
Burlington .....	14 54	26 14
Camden .....	17 80	27 82
Cape May .....	13 88	24 18
Cumberland .....	10 76	17 46
Essex .....	22 22	25 79
Gloucester .....	19 54	22 85
Hudson .....	17 57	24 46
Hunterdon .....	12 12	21 52
Mercer .....	16 45	24 06
Middlesex .....	17 22	25 55
Monmouth .....	15 79	26 19
Morris .....	15 47	24 52
Ocean .....	13 23	22 02
Passaic .....	17 27	24 90
Salem .....	11 01	18 84
Somerset .....	15 02	26 12
Sussex .....	12 88	22 53
Union .....	21 75	30 59
Warren .....	12 28	19 28
Total .....	\$17 53	\$26 84

**TABLE XV.**  
**Per Capita Cost of Education, by Cities.**

CITIES.	Per Capita Expense on Enrolled Attendance.	Per Capita Expense on Average Attendance.
Asbury Park.....	\$30 45	\$45 04
Atlantic City.....	14 86	23 23
Bayonne .....	21 07	31 85
Bloomfield .....	28 00	40 34
Bordentown .....	18 86	31 57
Bridgeton .....	10 97	16 78
Burlington .....	20 93	33 79
Camden .....	15 07	28 08
Dover .....	17 08	23 78
East Orange.....	26 84	36 23
Elizabeth .....	17 38	26 90
Englewood .....	32 33	44 34
Gloucester City .....	11 88	22 90
Hoboken .....	18 29	26 30
Jersey City.....	16 74	22 53
Lambertville .....	15 51	23 28
Millville .....	11 92	17 77
Montclair .....	32 96	43 60
Morristown .....	22 73	29 38
Newark .....	21 23	28 96
New Brunswick,..	21 28	27 78
Orange .....	18 75	27 51
Passaic .....	18 25	28 14
Paterson .....	17 95	24 81
Perth Amboy.....	13 22	18 53
Phillipsburg .....	16 87	20 79
Plainfield .....	28 93	40 76
Rahway .....	18 02	25 21
Salem .....	18 81	18 48
Town of Union.....	14 27	19 36
Trenton .....	17 85	24 21
West Hoboken.....	11 92	17 60
Total .....	18 86	26 32

TABLE XVI.  
Term of Service of Teachers, by Counties.

COUNTIES.	Number who Have Been Teaching in the Same School One Year or Less.	Number Between 1 and 5 years.	Number Between 5 and 10 Years.	Number Between 10 and 15 Years.	Number Between 15 and 20 Years.	Number Between 20 and 25 Years.	Number Over 25 Years.	Years. Average Time.	Months. Average Time.	Longest Time by Any One Teacher in Years.
Atlantic .....	50	98	35	16	2	2	1	3	7	27
Bergen .....	132	167	59	17	5	3	.....	7	8	23
Burlington ...	71	110	80	11	14	4	6	5	8	26
Camden .....	82	159	89	58	25	24	24	3	7	48
Cape May.....	33	35	4	5	1	.....	.....	2	1	16
Cumberland ..	73	69	38	16	15	4	10	7	8	34
Essex .....	327	732	252	120	81	33	44	5	3	40
Gloucester ....	51	71	23	8	7	1	1	4	3	33
Hudson .....	150	590	278	148	72	61	54	6	11	59
Hunterdon ....	58	61	23	9	3	4	4	4	.....	33
Mercer .....	73	129	74	27	11	7	12	6	3	41
Middlesex ....	86	126	53	19	7	5	9	6	1	33
Monmouth ....	106	160	70	25	15	9	2	5	.....	31
Morris .....	103	105	42	7	7	4	3	5	5	32
Ocean .....	51	49	14	6	2	.....	.....	3	4	16
Passaic .....	125	298	128	65	31	10	7	4	4	40
Salem .....	47	55	20	8	6	.....	1	5	8	26
Somerset .....	52	62	28	6	6	.....	1	4	1	27
Sussex .....	68	52	15	2	2	1	1	3	2	27
Union .....	45	137	98	44	18	11	18	7	1	45
Warren .....	59	68	26	16	11	4	5	8	1	22
Total .....	1,842	3,333	1,399	633	341	187	203	5	3	59

TABLE XVII.

## Terms of Service of Teachers, by Cities.

CITIES.	Number Who Have Been Teaching in the Same School One Year or Less.	Number Between One and Five Years.	Number Between Five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-Five Years.	Number Over Twenty-five Years.	Years, Average Time.	Months, Average Time.	Longest Time by Any One Teacher in Years.
Asbury Park....	11	9	2	1	1	1	1	3	6	24
Atlantic City...	23	46	17	11	12	2	1	4	1	27
Bayonne .....	13	73	19	14	15	2	2	4	2	30
Bloomfield .....	25	21	6	5	3	1	1	4	7	20
Bridgeton .....	5	19	2	7	4	1	5	3	3	23
Burlington .....	2	15	2	2	1	1	1	6	1	25
Camden .....	25	103	33	50	23	23	13	5	1	45
Dover .....	6	10	10	1	2	1	1	5	7	12
East Orange....	25	53	22	7	1	1	1	4	6	26
Elizabeth .....	13	70	28	13	3	2	9	3	3	45
Englewood .....	5	13	4	2	1	1	1	4	4	14
Gloucester City.	5	3	1	3	1	1	1	4	4	15
Hoboken .....	3	115	20	26	6	15	12	3	6	36
Jersey City.....	72	232	145	82	44	28	34	3	11	51
Lambertville ...	2	2	2	2	2	1	4	15	3	23
Millville .....	5	16	11	4	9	2	4	10	5	27
Montclair .....	17	43	22	6	2	1	1	4	7	20
Morristown ....	6	12	7	2	2	2	2	7	3	23
Newark .....	190	403	141	33	63	26	27	5	5	40
New Brunswick	3	33	10	9	5	1	9	9	3	33
Orange .....	11	37	17	3	7	4	5	7	3	23
Passaic .....	29	56	25	5	2	1	2	4	3	30
Paterson .....	47	195	92	56	29	10	4	3	3	40
Perth Amboy...	13	31	14	2	1	2	1	4	6	22
Phillipsburg ...	4	3	9	6	3	2	4	12	3	22
Plainfield .....	16	23	16	11	1	2	4	7	1	24
Rahway .....	3	13	12	3	1	1	1	6	1	25
Salem .....	1	3	9	6	5	1	1	3	4	26
Town of Union	2	22	11	15	4	1	2	9	9	26
Trenton .....	45	95	66	28	10	6	10	3	1	41
West Hoboken..	27	23	3	5	3	3	1	4	7	23
Total .....	707	2,332	832	435	264	151	180	7	2	51



SCHOOL REPORT

TABLE XVIII.  
Experience of Teachers, by Counties.

COUNTIES.	Number Who Have Been Teach- ing One Year or Less.	Number Between One and Five Years.	Number Between Five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-five Years.	Number Over Twenty-five Years.	Years, Average Time.	Months, Average Time.	Longest Time by any one Teacher in Years.
Atlantic .....	12	78	68	25	11	7	7	7		21
Bergen .....	42	126	106	35	24	21	12	4		47
Burlington .....	26	67	49	30	15	20	25	19		47
Camden .....	22	136	96	82	23	21	45	7	1	46
Cape May.....	14	26	20	11	2	3	3	7	2	39
Cumberland ..	22	64	61	30	29	10	15	11	4	52
Essex .....	107	272	417	226	153	83	122	11	4	51
Gloucester .....	26	42	44	16	17	9	9	6	2	44
Hudson .....	70	298	212	218	128	87	122	10	11	53
Hunterdon .....	18	44	26	21	11	10	12	7	2	33
Mercer .....	32	92	90	32	30	22	22	9	7	42
Middlesex .....	46	112	70	32	22	10	12	8	8	36
Monmouth .....	26	112	95	65	29	22	28	9	8	44
Morris .....	22	96	75	29	19	14	16	10		42
Ocean .....	8	46	29	16	11	8	4		4	29
Passaic .....	61	206	178	101	61	26	21	7		41
Salem .....	18	54	32	12	6	5	7	5	3	25
Somerset .....	20	49	43	16	10	11	6	7	6	36
Sussex .....	21	67	32	14	6	6	6	7	6	36
Union .....	61	120	84	44	29	18	27	11		48
Warren .....	24	84	42	29	17	11	9	10	6	32
Total .....	706	2,485	1,968	1,095	671	442	670	8	8	53

## REPORT OF SUPERINTENDENT.

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TABLE XIX.  
Experience of Teachers, by Cities.

CITIES.	Number Who Have Been Teaching One Year or Less.	Number Between One and Five Years.	Number Between Five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-Five Years.	Number Over Twenty-Five Years.	Average Time—Years.	Average Time—Months.	Longest Time by any one Teacher in Years.
Asbury Park ..	1	8	8	5	1	1	1	8	4	28
Atlantic City ..	1	28	28	12	7	4	2	7	7	21
Bayonne .....	9	57	58	27	10	9	7	9	4	30
Bloomfield .....	13	24	12	6	2	2	1	5	8	27
Bordentown .....	.....	3	.....	2	2	4	3	17	5	23
Bridgeton .....	1	14	13	8	5	2	9	14	1	22
Burlington .....	.....	8	7	1	2	2	3	11	4	28
Camden .....	28	97	61	55	27	27	24	3	2	48
Dover .....	1	10	10	2	4	1	1	8	9	33
East Orange ..	8	37	38	21	7	3	5	9	1	51
Elizabeth .....	11	45	28	28	15	4	19	12	6	48
Englewood .....	.....	12	10	6	1	2	.....	5	1	28
Gloucester City	3	6	8	4	.....	1	1	9	1	6
Hoboken .....	2	56	48	85	20	21	21	13	7	41
Jersey City....	41	171	124	98	75	47	92	13	2	62
Lambertville ..	2	.....	3	1	2	1	6	19	.....	22
Millville .....	2	13	12	5	10	3	4	11	2	28
Montclair .....	11	30	27	20	4	3	2	7	3	34
Morristown .....	3	9	14	4	5	4	2	11	6	40
Newark .....	80	254	255	143	124	62	106	12	2	59
New Brunswick	3	23	18	7	11	4	8	11	1	39
Orange .....	2	27	25	8	9	7	10	11	8	26
Passaic .....	7	46	42	17	3	2	3	7	1	30
Paterson .....	33	113	114	79	42	29	24	8	4	40
Perth Amboy..	7	36	9	4	2	3	1	8	2	27
Phillipsburg ..	2	6	6	11	6	5	5	14	2	22
Plainfield .....	2	26	19	11	2	8	5	10	4	26
Rahway .....	4	7	11	4	5	3	2	10	6	21
Salem .....	.....	3	10	4	4	3	6	14	5	25
Town of Union	1	17	7	17	9	.....	6	14	.....	29
Trenton .....	24	82	86	28	23	21	20	10	1	42
West Hoboken..	15	34	16	12	5	3	3	7	7	29
Total .....	294	1,296	1,108	630	444	283	425	10	8	62

TABLH XX.  
Teachers' Certificates, by Counties.

COUNTIES.	State Certificates.				County Certificates.				District Certificates.				Educational Advantages.		
	State Certificates.				County Certificates.				District Certificates.				Educational Advantages.		
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	Normal Graduates.	City Training School Graduates.	College Graduates.
Atlantic .....	6	58	2	.....	40	37	15	2	41	.....	.....	3	109	.....	15
Bergen .....	28	209	24	22	60	28	12	.....	.....	.....	.....	.....	250	.....	29
Burlington .....	7	70	13	2	61	54	36	.....	.....	.....	.....	.....	87	.....	15
Camden .....	22	42	19	.....	39	41	45	3	38	.....	.....	.....	84	92	12
Cape May .....	2	11	8	2	16	22	17	.....	.....	172	39	4	13	.....	7
Cumberland .....	15	17	13	3	43	44	35	.....	10	23	22	.....	46	.....	3
Essex .....	77	310	16	8	59	56	13	24	826	9	42	149	518	640	198
Gloucester .....	4	26	9	.....	53	54	14	2	.....	.....	.....	.....	14	.....	1
Hudson .....	70	120	13	7	91	77	36	6	846	40	27	20	159	698	42
Hunterdon .....	4	37	4	.....	47	34	36	.....	.....	.....	.....	.....	53	.....	6
Mercer .....	29	68	30	2	20	17	9	.....	158	.....	.....	.....	116	78	10
Middlesex .....	29	40	37	.....	36	54	34	.....	50	18	3	4	101	.....	27
Monmouth .....	17	107	34	4	102	76	26	21	.....	.....	.....	.....	170	.....	30
Morris .....	16	66	12	.....	60	58	43	.....	.....	.....	.....	.....	34	.....	7
Ocean .....	4	21	1	.....	29	35	28	4	134	269	.....	22	174	329	33
Passaic .....	14	66	14	6	15	18	15	1	10	.....	.....	.....	29	.....	3
Salem .....	3	27	2	.....	34	37	24	.....	.....	.....	.....	.....	78	.....	12
Somerset .....	11	63	12	1	33	15	11	9	.....	.....	.....	.....	23	.....	3
Sussex .....	6	16	1	.....	18	71	29	.....	119	49	1	.....	142	104	29
Union .....	20	99	9	1	44	6	5	3	.....	.....	.....	.....	23	.....	13
Warren .....	5	12	6	.....	73	56	30	2	2	14	.....	.....	100	1	29
Total .....	399	1,485	279	53	978	890	513	82	2,234	684	134	202	2,323	1,944	534



TABLE XXI.—Continued.  
Teachers' Certificates, by Cities.

CITIES.	State Certificates.				County Certificates.				District Certificates.				Educational Advantages.		
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	Normal Graduates.	City Training School Graduates.	College Graduates.
Paterson .....	11								81	342			14	329	16
Perth Amboy .....	2	3	29		3	3			8	9	3		34		3
Phillipsburg .....	1	2	1		31	2	4						3		5
Plainfield .....	1	43						1	29				48	3	9
Rahway .....	4	11							15	4			27		3
Salem .....	2	1	2		11	4			10				3		
Town of Union .....	4	16	1		12	15	5	4					15		1
Trenton .....	20	49	9	2	5	3			164				68	78	5
West Hoboken .....	6	3			32	19	3		6	2	11	6	7	2	2
Total .....	217	567	103	18	187	126	59	12	2,240	684	131	196	1,034	1,935	309

TABLE XXII.

Grades of Certificates Granted to Teachers, by Counties.

COUNTIES.	First Grade.	Second Grade.	Third Grade.	Special.
tic .....	10	10	11	.....
n .....	12	13	5	3
ngton .....	15	21	13	1
en .....	14	22	17	2
May .....	5	15	7	.....
erland .....	14	23	18	.....
.....	12	10	9	8
ester .....	16	21	18	.....
on .....	18	10	21	.....
erdon .....	6	8	16	.....
er .....	7	5	7	.....
lessex .....	17	28	20	.....
outh .....	9	19	17	4
s .....	9	18	14	1
l .....	9	18	14	4
lc .....	7	8	5	.....
l .....	19	6	11	1
met .....	8	6	10	2
k .....	6	27	18	.....
.....	1	2	4	1
en .....	25	30	42	1
Total.....	239	310	297	29

TABLE XXIII.  
Private Schools.

COUNTIES.	Number of Unsectarian Private Schools having 25 Pupils or more.	Number of Sectarian Private Schools having 25 Pupils or more.
Atlantic .....	6	2
Bergen .....	6	2
Burlington .....	16	5
Camden .....	6	5
Cape May .....	1	2
Cumberland .....	.....	7
Essex .....	28	28
Gloucester .....	1	2
Hudson .....	12	16
Hunterdon .....	.....	1
Mercer .....	.....	.....
Middlesex .....	7	7
Monmouth .....	7	6
Morris .....	11	8
Ocean .....	1	2
Passaic .....	2	2
Salem .....	.....	2
Somerset .....	7	3
Sussex .....	3	3
Union .....	12	15
Warren .....	.....	2
Total.....	127	121

TABLE XXIV.  
Evening Schools.

LOCATION.	Number of Evenings the Schools were kept open.	Number on Roll.	Average Evening Attendance.	Number of Teachers.	Average Salary per week Paid to Teachers.	Total Expenditure of Evening Schools.
<b>Burlington County—</b>						
Bordentown .....	80	59	23	1	\$4 25	\$135 00
Medford .....	80	40	15	1	4 00	80 00
<b>Cumberland County—</b>						
Landis Township .....	69	103	40	2	9 00	248 00
Millville .....	64	62	9	2	5 00	192 00
<b>Essex County—</b>						
Bloomfield .....	128	263	85	10	4 70	807 90
Montclair .....	82	123	80	7	13 75	746 50
Newark .....	103	5,432	2,008	126	12 00	36,222 35
<b>Gloucester County—</b>						
Clayton .....	64	80	22	2	6 50	208 00
Glassboro .....	64	110	27	3	5 23	256 00
Monroe .....	64	50	11	1	12 50	200 00
Woodbury .....	64	49	18	2	6 00	192 00
Woolwich .....	64	22	12	1	6 25	100 00
<b>Hudson County—</b>						
Bayonne .....	70	461	153	15	8 00	2,202 21
East Newark .....	65	115	90	3	6 93	435 00
Harrison .....	64	200	120	10	5 05	940 00
Hoboken .....	65	662	223	11	8 11	1,728 19
Jersey City .....	66	2,818	840	52	6 23	5,897 00
Kearny .....	64	120	32	5	6 68	751 00
<b>Mercer County—</b>						
Hamilton .....	36	56	25	1	5 00	72 50
Princeton Borough.....	24	16	4	1	8 00	40 00
Trenton .....	75	1,146	625	26	9 00	4,576 41
<b>Middlesex County—</b>						
New Brunswick .....	80	281	106	8	6 00	1,280 00
<b>Morris County—</b>						
Passaic Township, Stirling.....	60	76	16	1	6 25	93 75
<b>Passaic County—</b>						
Passaic .....	147	899	234	17	9 00	4871 17
Paterson .....	70			62	9 52	3269 00
<b>Salem County—</b>						
Pittsgrove .....	80	30	6	1	3 00	80 00
Salem .....	75	114	64	4	4 50	350 00
<b>Somerset County—</b>						
Raritan, No. 5, (Bridgewater).....	70	120	103	8	5 35	619 23
<b>Total.....</b>		12,487	5,742	377	\$7 04	\$71,773 80



TABLE XVI.  
Term of Service of Teachers, by Counties.

COUNTIES.	Number who Have Been Teach- ing in the Same School One Year or Less.	Number Between 1 and 5 years.	Number Between 5 and 10 Years.	Number Between 10 and 15 Years.	Number Between 15 and 20 Years.	Number Between 20 and 25 Years.	Number Over 25 Years.	Years. Average Time.	Months. Average Time.	Longest Time by Any One Teach- er in Years.
Atlantic .....	50	98	35	16	2	2	1	3	7	23
Bergen .....	132	167	59	17	5	3	.....	7	8	23
Burlington ...	71	110	80	11	14	4	6	5	8	25
Camden .....	82	159	89	58	25	24	24	3	7	48
Cape May.....	33	35	4	5	1	.....	.....	3	1	16
Cumberland ..	73	69	38	16	15	4	10	7	8	34
Essex .....	327	732	252	120	81	33	44	5	3	40
Gloucester ....	51	71	23	8	7	1	1	4	3	38
Hudson .....	150	590	278	148	72	61	54	6	11	59
Hunterdon ....	58	61	23	9	3	4	4	4	.....	38
Mercer .....	73	129	74	27	11	7	12	6	3	41
Middlesex ....	86	126	53	19	7	5	9	6	1	38
Monmouth .....	106	160	70	25	15	9	2	5	.....	31
Morris .....	103	105	42	7	7	4	3	5	5	33
Ocean .....	51	49	14	6	2	.....	.....	3	4	16
Passaic .....	125	298	128	65	31	10	7	4	4	40
Salem .....	47	55	20	8	6	.....	1	5	8	28
Somerset .....	52	62	28	6	6	.....	1	4	1	27
Sussex .....	68	52	15	2	2	1	1	3	2	27
Union .....	45	137	98	44	18	11	18	7	1	45
Warren .....	59	68	26	16	11	4	5	8	1	32
Total .....	1,842	3,333	1,399	633	341	187	203	5	3	59

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TABLE XVII.

Terms of Service of Teachers, by Cities.

CITIES.	Number Who Have Been Teaching in the Same School One Year or Less.	Number Between One and Five Years.	Number Between Five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-Five Years.	Number Over Twenty-five Years.	Years, Average Time.	Months, Average Time.	Longest Time by Any One Teacher in Years.
Asbury Park....	21	9	2	1	1	1		2		24
Atlantic City....	28	40	17	12			1	4	1	27
Bayonne .....	19	79	26	14	10	2		4	2	20
Bloomfield .....	25	21	6	5	2			4	7	20
Bridgeton .....	5	19	9	7	4	1	2	9	5	23
Burlington .....	3	15	2	2		1	1	8		25
Camden .....	25	108	66	50	23	22	22	2	1	42
Dover .....	5	10	10	1	2			3	7	18
East Orange....	25	53	29	7		1	1	4	8	23
Elizabeth .....	12	70	28	16	3	2	9	9	2	45
Englewood ....	9	18	4	2				4	4	14
Gloucester City.	6	9	1	2				4	4	15
Hoboken .....	8	115	20	28	5	15	12	8	5	26
Jersey City....	72	223	166	82	44	23	34	8	11	51
Lambertville ...	2	2	2	2	3		4	15	3	28
Millville .....	5	15	11	4	9	2	4	10	5	27
Montclair .....	17	48	22	8	2			4	7	20
Morristown ....	6	18	7	2	2	2	2	7	8	22
Newark .....	180	466	141	53	66	28	37	5	5	40
New Brunswick	8	82	10	9	6	1	9	9	2	29
Orange .....	11	37	17	8	7	4	5	7	9	29
Passaic .....	29	56	25	8	2		2	4	9	30
Paterson .....	47	196	92	56	29	10	4	6	5	40
Perth Amboy...	12	21	14	2	1	2		4	6	22
Phillipsburg ....	4	8	9	8	8	2	4	12	2	32
Plainfield .....	14	23	16	11	1	2	4	7		34
Rahway .....	6	12	12	3	1	1		6		25
Salem .....	1	8	9	6	5		1	8	4	26
Town of Union	2	22	11	15	4		3	9	9	26
Trenton .....	48	86	66	28	10	6	10	6	1	41
West Hoboken..	27	22	8	5	2	2	1	4	7	22
Total .....	707	1,891	562	495	264	151	190	7	2	51

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TABLE XVIII.  
Experience of Teachers, by Counties.

COUNTIES.	Number Who Have Been Teaching One Year or Less.	Number Between One and Five Years.	Number Between Five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-five Years.	Number Over Twenty-five Years.	Years, Average Time.	Months, Average Time.	Longest Time by any one Teacher in Years.
Atlantic . . .	13	76	82	25	11	7	7	7		21
Bergen . . .	41	123	106	23	24	21	12	10		22
Burlington . . .	25	87	49	20	15	20	25	7		22
Camden . . .	23	126	86	82	22	21	25	7	11	26
Cape May . . .	14	26	20	11	2	3	3	7		13
Cumberland . . .	23	64	51	20	29	10	15	11		13
Essex . . .	107	472	417	226	153	83	122	8	4	51
Gloucester . . .	26	42	44	16	17	9	9	8		12
Hudson . . .	70	223	212	216	126	27	122	10	11	22
Hunterdon . . .	15	44	26	21	11	10	12	7		22
Mercer . . .	23	32	20	22	20	22	22	6	7	21
Middlesex . . .	46	112	70	22	22	10	12	8		22
Monmouth . . .	23	112	96	66	29	22	23	8	8	22
Morris . . .	22	29	75	26	19	14	15	10		22
Ocean . . .	8	45	29	16	11	8	4	8		22
Passaic . . .	51	204	178	101	51	26	21	7		41
Salem . . .	19	56	22	12	6	5	7	6		25
Somerset . . .	20	49	42	16	10	11	6	7		22
Summit . . .	21	57	22	14	6	8	6	7		22
Union . . .	51	120	84	44	29	16	27	11		26
Warren . . .	24	56	42	29	17	11	9	10		22
Total . . .	706	2,485	1,942	1,095	671	442	570	8	8	62

TABLE XIX.

## Experience of Teachers, by Cities.

CITIES.	Number Who Have Been Teaching One Year or Less.	Number Between One and Five Years.	Number Between Five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-Five Years.	Number Over Twenty-Five Years.	Average Time—Years.	Average Time—Months.	Longest Time by any one Teacher in Years.
Asbury Park ..	1	2	2	2	1	1	1	2	4	22
Atlantic City ..	1	2	2	2	1	1	1	2	7	21
Bayonne ....	1	2	2	2	1	1	1	2	4	22
Bloomfield ....	1	2	2	2	1	1	1	2	4	22
Bordentown ....	1	2	2	2	1	1	1	2	4	22
Bridgeton ....	1	2	2	2	1	1	1	2	4	22
Burlington ....	1	2	2	2	1	1	1	2	4	22
Camden ..	2	2	2	2	1	1	1	2	4	22
Dover ..	1	2	2	2	1	1	1	2	4	22
East Orange ..	1	2	2	2	1	1	1	2	4	22
Elizabeth ....	1	2	2	2	1	1	1	2	4	22
Englewood ....	1	2	2	2	1	1	1	2	4	22
Gloucester City ..	1	2	2	2	1	1	1	2	4	22
Hoboken ..	1	2	2	2	1	1	1	2	4	22
Jersey City ...	1	2	2	2	1	1	1	2	4	22
Lambertville ..	1	2	2	2	1	1	1	2	4	22
Millville ....	1	2	2	2	1	1	1	2	4	22
Montclair ....	1	2	2	2	1	1	1	2	4	22
Morristown ....	1	2	2	2	1	1	1	2	4	22
Newark ..	1	2	2	2	1	1	1	2	4	22
New Brunswick ..	1	2	2	2	1	1	1	2	4	22
Orange ..	1	2	2	2	1	1	1	2	4	22
Passaic ..	1	2	2	2	1	1	1	2	4	22
Paterson ....	1	2	2	2	1	1	1	2	4	22
Perth Amboy..	1	2	2	2	1	1	1	2	4	22
Phillipsburg ..	1	2	2	2	1	1	1	2	4	22
Plainfield ...	1	2	2	2	1	1	1	2	4	22
Rahway ..	1	2	2	2	1	1	1	2	4	22
Salem ..	1	2	2	2	1	1	1	2	4	22
Town of Union ..	1	2	2	2	1	1	1	2	4	22
Trenton ..	1	2	2	2	1	1	1	2	4	22
West Hoboken..	1	2	2	2	1	1	1	2	4	22
Total ....	294	1,226	1,106	690	444	283	425	10	6	22

TABLH XX.  
Teachers' Certificates, by Counties.

COUNTIES.	State Certificates.				County Certificates.				District Certificates.				Educational Advantages.						
	First Grade.		Second Grade.		Third Grade.		Special.		First Grade.		Second Grade.		Third Grade.		Special.		Normal Graduates.	City Training School Graduates.	College Graduates.
Atlantic .....	6	58	2	.....	40	37	15	2	41	.....	.....	.....	.....	.....	3	109	2	15	
Bergen .....	28	209	24	22	60	28	12	.....	.....	.....	.....	.....	.....	.....	.....	250	.....	29	
Burlington .....	7	70	13	2	61	54	36	3	.....	.....	.....	.....	.....	.....	.....	87	.....	15	
Camden .....	22	42	19	.....	39	41	45	.....	38	.....	172	39	.....	.....	4	84	92	12	
Cape May.....	2	11	8	2	16	22	17	.....	.....	.....	.....	.....	.....	.....	.....	13	.....	7	
Cumberland .....	15	17	13	3	43	44	36	.....	10	.....	23	22	.....	.....	.....	46	.....	3	
Essex .....	77	310	16	8	59	56	13	24	826	.....	9	42	.....	.....	149	518	640	196	
Gloucester .....	4	26	9	.....	53	54	14	2	.....	.....	.....	.....	.....	.....	.....	14	.....	1	
Hudson .....	70	120	13	7	91	77	36	6	846	.....	40	27	.....	.....	20	159	698	42	
Hunterdon .....	4	37	4	.....	47	34	36	.....	.....	.....	.....	.....	.....	.....	.....	53	.....	6	
Mercer .....	29	68	30	2	20	17	9	.....	158	.....	.....	.....	.....	.....	.....	116	78	10	
Middlesex .....	29	40	37	.....	36	54	34	.....	50	.....	18	3	.....	.....	4	101	.....	27	
Monmouth .....	17	107	34	4	102	76	26	21	.....	.....	.....	.....	.....	.....	.....	170	.....	30	
Morris .....	16	66	12	.....	60	58	43	.....	.....	.....	.....	.....	.....	.....	.....	34	.....	7	
Ocean .....	4	21	1	.....	29	35	28	4	134	.....	259	.....	.....	.....	22	174	329	33	
Passaic .....	14	66	14	6	15	18	15	1	10	.....	.....	.....	.....	.....	.....	29	.....	3	
Salem .....	3	27	2	.....	34	37	24	.....	.....	.....	.....	.....	.....	.....	.....	78	.....	12	
Somerset .....	11	63	12	1	33	15	11	9	.....	.....	.....	.....	.....	.....	.....	23	.....	3	
Sussex .....	6	16	1	.....	18	71	29	.....	119	.....	49	1	.....	.....	.....	142	104	29	
Union .....	30	99	9	1	44	6	5	8	.....	.....	.....	.....	.....	.....	.....	23	.....	13	
Warren .....	5	12	6	.....	78	56	30	2	2	.....	14	.....	.....	.....	.....	100	1	29	
Total .....	399	1,485	279	58	978	890	513	82	2,234	684	134	202	2,323	1,944	534				

TABLE XXI.  
Teachers' Certificates, by Cities.

CITIES.	State Certificates.				County Certificates.				District Certificates.				Educational Advantages.		
	Second Grade.		Third Grade.		Special.	First Grade.		Second Grade.	Third Grade.	Special.	First Grade.		Normal Graduates.	City Training School Graduates.	College Graduates.
	First Grade.	Second Grade.	Third Grade.	Special.											
Asbury Park.....	8	8	7	3	2	15	2	13	39	2	39	13	13	.....	11
Atlantic City.....	1	32	1	.....	.....	13	.....	.....	59	.....	.....	74	.....	.....	2
Bayonne.....	14	43	3	2	.....	2	.....	.....	.....	.....	.....	46	.....	.....	9
Bloomfield.....	1	41	1	3	.....	14	.....	.....	.....	.....	.....	46	.....	.....	6
Bordentown.....	1	6	1	.....	.....	4	.....	.....	.....	.....	.....	7	.....	.....	.....
Bridgeton.....	4	.....	3	3	.....	3	.....	.....	8	.....	.....	11	.....	.....	1
Burlington.....	1	9	.....	.....	.....	6	.....	.....	.....	.....	.....	9	.....	.....	.....
Camden.....	14	16	1	.....	.....	13	.....	170	38	.....	.....	38	.....	92	7
Dover.....	1	20	1	.....	.....	4	.....	.....	.....	.....	.....	18	.....	.....	3
East Orange.....	4	44	4	.....	.....	5	.....	3	24	.....	.....	89	.....	.....	17
Elizabeth.....	14	9	.....	1	.....	2	.....	45	75	.....	.....	15	.....	100	11
Englewood.....	1	13	5	2	.....	5	.....	.....	1	.....	.....	18	.....	.....	6
Gloucester City.....	.....	.....	6	.....	.....	4	.....	2	.....	.....	.....	6	.....	.....	1
Hoboken.....	8	7	1	1	.....	3	.....	.....	176	.....	.....	15	.....	180	4
Jersey City.....	26	3	1	.....	.....	4	.....	.....	605	.....	.....	12	.....	516	14
Lambertville.....	1	6	1	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	.....	.....
Millville.....	2	8	2	.....	.....	7	.....	.....	4	.....	.....	10	.....	.....	1
Montclair.....	1	44	.....	.....	.....	4	.....	.....	.....	.....	.....	55	.....	.....	23
Morristown.....	1	14	7	.....	.....	1	.....	14	2	.....	.....	16	.....	.....	12
Newark.....	50	58	4	.....	.....	8	.....	3	758	.....	.....	148	.....	633	107
New Brunswick.....	1	18	1	.....	.....	2	.....	.....	42	.....	.....	17	.....	.....	6
Orange.....	16	21	.....	1	.....	.....	.....	.....	44	.....	.....	49	.....	.....	3
Passaic.....	1	20	10	.....	.....	.....	.....	17	53	.....	.....	100	.....	.....	17

TABLE XXI.—Continued.  
Teachers' Certificates, by Cities.

CITIES.	State Certificates.				County Certificates.				District Certificates.				Educational Advantages.		
	State Certificates.				County Certificates.				District Certificates.				Educational Advantages.		
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	Normal Graduates.	City Training School Graduates.	College Graduates.
Paterson .....	11	3	29	.....	.....	.....	.....	.....	81	342	.....	.....	14	329	16
Perth Amboy .....	2	2	1	.....	3	.....	.....	.....	8	9	3	.....	34	.....	3
Phillipsburg .....	1	1	1	.....	31	2	4	.....	.....	.....	.....	.....	3	.....	5
Plainfield .....	1	42	.....	.....	.....	.....	.....	1	29	.....	.....	.....	48	3	9
Rahway .....	4	11	.....	.....	.....	.....	.....	.....	15	4	.....	.....	22	.....	.....
Salem .....	2	1	2	.....	11	4	.....	.....	10	.....	.....	.....	3	.....	.....
Town of Union .....	4	16	1	.....	12	15	5	4	.....	.....	.....	.....	15	.....	1
Trenton .....	20	49	9	2	5	3	.....	.....	164	.....	.....	.....	68	76	6
West Hoboken .....	6	3	.....	.....	32	19	3	.....	6	2	11	6	7	2	2
Total .....	217	567	103	18	187	126	59	12	2,240	684	131	198	1,034	1,935	309

TABLE XXII.

Grades of Certificates Granted to Teachers, by Counties.

COUNTIES.	First Grade.	Second Grade.	Third Grade.	Special.
Atlantic .....	10	10	11	.....
Bergen .....	12	13	5	8
Burlington .....	15	21	13	1
Camden .....	14	22	17	2
Cape May .....	5	15	7	.....
Cumberland .....	14	23	18	.....
Essex .....	12	10	9	8
Gloucester .....	16	21	18	.....
Hudson .....	18	10	21	.....
Hunterdon .....	6	8	16	.....
Mercer .....	7	5	7	.....
Middlesex .....	17	28	20	.....
Monmouth .....	9	19	17	4
Morris .....	9	18	14	1
Ocean .....	9	18	14	4
Passaic .....	7	8	5	.....
Salem .....	19	6	11	1
Somerset .....	8	6	10	2
Sussex .....	6	27	18	.....
Union .....	1	2	4	1
Warren .....	25	30	42	1
Total.....	239	310	297	29



TABLE XXIII.  
Private Schools.

COUNTIES.	Number of Unsectarian Private Schools having 25 Pupils or more.	Number of Sectarian Private Schools having 25 Pupils or more.
Atlantic .....	0	2
Bergen .....	0	5
Burlington .....	1	5
Camden .....	0	5
Cape May .....	1	2
Cumberland .....	0	7
Essex .....	8	2
Gloucester .....	1	2
Hudson .....	12	16
Hunterdon .....	0	1
Mercer .....	0	0
Middlesex .....	7	7
Monmouth .....	7	6
Morris .....	11	8
Ocean .....	1	2
Passaic .....	2	2
Salem .....	0	2
Somerset .....	7	3
Sussex .....	3	3
Union .....	13	15
Warren .....	0	2
Total.....	137	131

**TABLE XXIV.**  
**Evening Schools.**

LOCATION.	Number of Evenings the Schools were kept open.	Number on Roll	Average Evening Attendance.	Number of Teachers.	Average Salary per week Paid to Teachers.	Total Expenditure of Evening Schools.
<b>Burlington County—</b>						
Bordentown . . . . .	80	59	23	1	\$4 25	\$135 00
Medford . . . . .	80	40	15	1	4 00	80 00
<b>Cumberland County—</b>						
Landis Township . . . . .	69	103	40	2	9 00	248 00
Milville . . . . .	64	92	9	2	5 00	192 00
<b>Essex County—</b>						
Bloomfield . . . . .	123	253	65	10	4 70	907 90
Montclair . . . . .	62	128	80	3	13 76	746 50
Newark . . . . .	103	5,492	2,808	126	12 00	36,222 35
<b>Gloucester County—</b>						
Clayton . . . . .	64	80	22	2	6 50	268 00
Glassboro . . . . .	64	110	27	2	5 33	256 00
Monroe . . . . .	64	50	11	1	12 50	200 00
Woodbury . . . . .	64	49	15	2	8 00	192 00
Woolwich . . . . .	64	32	13	1	6 25	100 00
<b>Hudson County—</b>						
Bayonne . . . . .	70	461	153	15	8 00	2,202 21
East Newark . . . . .	66	115	90	2	8 93	435 00
Harrison . . . . .	64	200	120	10	5 06	940 00
Hoboken . . . . .	66	662	235	11	8 11	1,728 19
Jersey City . . . . .	66	1,513	340	52	6 23	5,897 00
Kearny . . . . .	64	130	93	5	5 68	761 00
<b>Merger County—</b>						
Hamilton . . . . .	55	58	25	1	5 00	73 50
Princeton Borough . . . . .	24	10	4	1	8 00	40 00
Trenton . . . . .	75	1,146	625	26	9 00	4,516 41
<b>Middlesex County—</b>						
New Brunswick . . . . .	80	231	106	8	6 00	1,380 00
<b>Morris County—</b>						
Passaic Township, Stirling . . . . .	80	76	16	1	6 25	93 75
<b>Passaic County—</b>						
Passaic . . . . .	147	899	234	17	9 00	4871 17
Paterson . . . . .	70	.....	.....	62	9 52	3269 00
<b>Salem County—</b>						
Pittsgrove . . . . .	80	30	6	1	3 00	80 00
Salem . . . . .	75	114	64	4	4 56	350 00
<b>Somerset County—</b>						
Raritan, No. 6, (Bridgewater) . . . . .	70	130	103	6	5 35	619 23
<b>Total.....</b>		13,487	5,742	377	\$7 04	\$71,773 80

**TABLE XXV.**  
**District Indebtedness.**

DISTRICTS.	Amount of Debt July 1st, 1901, not Including Interest.	Amount of Debt Incurred since July 1st, 1901.	Amount Paid During the Year Ending June 30, 1902, not Includ- ing Interest.	
<b>Atlantic County—</b>				
Atlantic City .....	\$239,975 00		\$10,000 00	\$22
Buena Vista .....		\$1,000 00		
Egg Harbor City .....	2,100 00		350 00	
Egg Harbor Township .....	800 00		400 00	
Galloway Township .....	1,484 00		420 00	
Hammonden .....	16,000 00		1,000 00	1
Pleasantville .....	350 00			
Somers Point Borough .....	250 00			
Weymouth .....	500 00	1,500 00		
<b>Total .....</b>	<b>\$261,859 00</b>	<b>\$2,500 00</b>	<b>\$12,170 00</b>	<b>\$25</b>
<b>Bergen County—</b>				
Allendale Borough .....	\$2,000 00		\$500 00	\$
Bergen Township .....	1,600 00		100 00	1
Bergenfield Borough .....	5,290 00		500 00	
Delford Borough .....	17,500 00		500 00	1
East Rutherford Borough .....	8,000 00		500 00	
Englewood City .....	6,000 00		1,500 00	
Harrington Township .....	46,200 00		1,200 00	4
Hasbrouck Heights Borough .....	13,400 00			1
Hoboken Township .....	1,800 00		800 00	
Little Ferry Borough .....	1,500 00			1
Lodi Borough .....	20,500 00		2,000 00	12
Maywood Borough .....	5,500 00		500 00	1
Midland Township .....	1,000 00		500 00	
Midland Park Borough .....	3,500 00			2
Montvale Borough .....	3,000 00		100 00	
New Barbadoes Township .....	54,351 00		2,500 00	51
Orad Township .....	2,500 00		500 00	2
Palisades Township .....	4,500 00		500 00	4
Ridgefield Borough .....	20,000 00			20
Ridgefield Township .....	12,500 00		1,000 00	11
Ridgewood Township .....	44,000 00		1,500 00	4
Riverside Borough .....	6,800 00		300 00	1
Rutherford Borough .....	61,545 00		1,000 00	60
Saddle River Township .....	14,500 00		500 00	14
Teaneck Township .....	8,591 00		500 00	2
Tenafly Borough .....	500 00		500 00	
Edgewater .....	10,200 00		500 00	4
Union Township .....	13,500 00		1,000 00	12
Wallingford Borough .....	26,750 00		250 00	25
Washington Township .....		6,800 00		5
Westwood Borough .....	10,000 00		500 00	9
Woodcliff Borough .....	2,000 00		500 00	1
Old Tappan Borough .....	150 00		150 00	
Overpeck Township .....	10,000 00		1,500 00	8
Lodi Township .....	5,100 00		100 00	6
Garfield Borough .....	12,800 00		1,000 00	11
Hilldale .....	1,500 00		500 00	1
Bogota .....	7,000 00			7
Palisades Park .....	4,500 00		500 00	4
<b>Total .....</b>	<b>\$463,396 00</b>	<b>\$5,300 00</b>	<b>\$23,800 00</b>	<b>\$44</b>

## REPORT OF SUPERINTENDENT.

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TABLE XXV.—Continued.

## District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901, not including Interest.	Amount of Debt Incurred since July 1st, 1901.	Amount Paid During the Year Ending June 30, 1902, not Includ- ing Interest.	Amount of Debt Outstanding July 1, 1902, not including Interest.
<b>Burlington County—</b>				
Bass River Township . . . . .	\$2,400 00		\$300 00	\$2,100 00
Beverly Township . . . . .	600 00	12,000 00	200 00	12,400 00
Bordentown City . . . . .	8,000 00		1,000 00	7,000 00
Burlington City . . . . .	31,473 23			31,473 23
Chester Township . . . . .	7,700 00		550 00	7,150 00
Cinnaminson Township . . . . .	900 00		300 00	600 00
Delran Township . . . . .	1,400 00		200 00	1,200 00
Lumbarton Township . . . . .	550 00			550 00
Medford . . . . .	180 00	500 00	180 00	500 00
Northampton Township . . . . .	28,300 00		1,000 00	27,300 00
Palmyra Township . . . . .	19,000 00		1,000 00	18,000 00
Riverside Borough . . . . .	9,000 00		400 00	8,600 00
Riverton Borough . . . . .		900 00	200 00	700 00
<b>Total . . . . .</b>	<b>\$100,483 23</b>	<b>\$13,400 00</b>	<b>\$6,310 00</b>	<b>\$108,573 23</b>
<b>Camden County—</b>				
Centre Township . . . . .	3,750 00	5,000 00	450 00	8,300 00
Gloucester Township . . . . .	2,100 00	8,500 00	300 00	8,300 00
Haddon Township . . . . .		14,550 00		14,550 00
Haddonfield Borough . . . . .	3,500 00	13,000 00	1,000 00	15,500 00
Merchantville Borough . . . . .	12,500 00			12,500 00
Waterford Township . . . . .	5,000 00			5,000 00
Pennsauken Township . . . . .	11,700 00	4,350 00	800 00	15,250 00
<b>Total . . . . .</b>	<b>\$38,550 00</b>	<b>\$43,400 00</b>	<b>\$2,550 00</b>	<b>\$79,400 00</b>
<b>Cape May County—</b>				
Cape May City . . . . .	\$41,000 00		\$3,000 00	\$38,000 00
Dennis Township . . . . .	300 00	4,000 00	200 00	4,000 00
Holly Beach Borough . . . . .	3,000 00			3,000 00
Wildwood . . . . .	7,000 00			7,000 00
<b>Total . . . . .</b>	<b>\$51,300 00</b>	<b>\$4,000 00</b>	<b>\$2,300 00</b>	<b>\$53,000 00</b>
<b>Cumberland County—</b>				
Deerfield Township . . . . .	\$90 00		\$300 00	\$600 00
Fairfield Township . . . . .		1,500 00	700 00	800 00
Landis Township . . . . .	18,700 00		2,000 00	16,700 00
Maurice Township . . . . .	1,800 00		600 00	1,200 00
Millville . . . . .	23,000 00		1,000 00	22,000 00
<b>Total . . . . .</b>	<b>\$44,400 00</b>	<b>\$1,500 00</b>	<b>\$4,600 00</b>	<b>\$41,300 00</b>
<b>Essex County—</b>				
Belleville Township . . . . .	\$37,880 00		\$3,000 00	\$34,880 00
Bloomfield . . . . .	152,000 00		3,000 00	149,000 00
East Orange . . . . .	201,650 00		19,800 00	181,850 00
Franklin Township . . . . .	57,800 00			57,800 00
Olen Ridge Borough . . . . .	81,000 00	6,000 00	1,000 00	86,000 00
Ivington . . . . .	17,500 00	23,000 00	1,600 00	39,000 00
Millburn . . . . .	47,000 00		2,000 00	45,000 00
Montclair . . . . .	219,500 00		7,000 00	203,500 00
South Orange . . . . .	21,000 00		1,000 00	20,000 00
Vailsburgh Borough . . . . .	21,000 00		1,000 00	20,000 00
West Orange . . . . .	86,000 00		2,000 00	84,000 00
<b>Total . . . . .</b>	<b>\$933,310 00</b>	<b>\$29,000 00</b>	<b>\$41,300 00</b>	<b>\$921,010 00</b>

TABLE XXV.—Continued.  
District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901 not including interest.	Amount of Debt Incurred since July 1st, 1901.	Amount Paid During the Year Ending June 30, 1902, not includ- ing interest.	Amount of Debt Outstanding July 1, 1902, not including interest.
<b>Gloucester County—</b>				
Deptford Township .....	1,000 00	1,000 00	1,000 00	1,000 00
Franklin Township .....	1,200 00	300 00	900 00	500 00
Glassboro Borough .....	3,000 00	.....	1,000 00	7,000 00
Greenwich Township .....	1,930 00	.....	600 00	1,330 00
Logan Township .....	500 00	.....	500 00	.....
Monroe Township .....	1,700 00	2,150 00	.....	3,850 00
South Harrison Township .....	1,000 00	.....	500 00	500 00
Wenonah Borough .....	5,500 00	.....	250 00	5,250 00
West Deptford Township.....	\$1,000 00	.....	\$500 00	\$500 00
Woodbury .....	15,000 00	.....	1,000 00	14,000 00
Total .....	\$36,830 00	\$3,450 00	\$6,370 00	\$33,910 00
<b>Hudson County—</b>				
East Newark Borough.....	\$30,000 00	.....	\$3,000 00	\$27,000 00
Guttenberg .....	7,000 00	.....	.....	7,000 00
Harrison Township .....	27,500 00	.....	5,000 00	22,500 00
Kearny .....	58,500 00	23,000 00	.....	121,500 00
North Bergen Township .....	39,800 00	32,000 00	5,000 00	65,800 00
Town of Union.....	42,000 00	.....	3,000 00	39,000 00
West New York.....	5,500 00	.....	1,000 00	5,500 00
Weehawken .....	148,000 00	.....	.....	148,000 00
West Hoboken .....	92,000 00	.....	7,000 00	85,000 00
Secaucus Borough .....	3,000 00	.....	1,000 00	2,000 00
Total .....	\$434,400 00	\$65,000 00	\$28,000 00	\$523,400 00
<b>Hunterdon County—</b>				
Raritan Township .....	\$11,000 00	\$1,200 00	\$1,000 00	\$11,200 00
Total .....	.....	.....	.....	.....
<b>Mercer County—</b>				
East Windsor Township .....	\$4,000 00	.....	\$1,000 00	\$3,000 00
Hamilton Township .....	22,000 00	.....	.....	22,000 00
Hopewell Township .....	7,800 00	.....	1,000 00	6,800 00
Princeton Borough .....	30,200 00	.....	.....	30,200 00
Total .....	\$64,000 00	.....	\$2,000 00	\$62,000 00
<b>Middlesex County—</b>				
Cranbury Township .....	\$5,000 00	.....	\$400 00	\$4,600 00
Dunellen Borough .....	3,700 00	.....	500 00	3,200 00
East Brunswick .....	2,750 00	7,000 00	1,100 00	8,650 00
Madison Township .....	1,000 00	.....	400 00	800 00
New Brunswick .....	49,500 00	.....	2,000 00	47,500 00
Piscataway .....	8,400 00	6,000 00	800 00	12,000 00
Raritan .....	4,900 00	.....	500 00	4,400 00
Sayreville .....	4,590 00	.....	4,590 00	.....
South Amboy Borough .....	6,550 00	1,540 00	1,100 00	5,990 00
South River Township.....	5,700 00	850 00	500 00	6,050 00
Woodbridge Township .....	\$1,000 00	.....	1,000 00	\$0,000 00
Jamesburg .....	4,200 00	.....	300 00	3,900 00
Total .....	\$125,290 00	\$16,390 00	\$12,790 00	\$127,890 00

# REPORT OF SUPERINTENDENT.

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TABLE XXV.—Continued.  
District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901, not Including Interest	Amount of Debt Incurred since July 1st, 1901	Amount Paid During the Year Ending June 30, 1902, not Includ- ing Interest	Amount of Debt Outstanding July 1, 1902, not Including Interest.
<b>Mosmouth County—</b>				
Keyport ....	\$4,000 00		1,000 00	3,000 00
Long Branch .....	129,100 00		4,000 00	135,100 00
Marlboro Township ..	2,000 00		500 00	1,500 00
Matawan .....	13,000 00		1,000 00	12,000 00
Middletown .....	3,510 00		670 00	2,840 00
Neptune City .....	10,000 00			10,000 00
Neptune Township ..	91,300 00		2,000 00	89,300 00
Red Bank .....	60,000 00			60,000 00
Shrewsbury Township...	12,600 00		600 00	12,000 00
Spring Lake Borough ..	8,000 00			8,000 00
Wall Township .....	9,000 00		500 00	8,500 00
Ashbury Park .....	60,500 00			60,500 00
Total .....	\$413,010 00		\$10,270 00	\$402,740 00
<b>Morris County—</b>				
Bernton Borough .....	\$16,000 00			\$16,000 00
Dover .....	25,000 00		2,000 00	23,000 00
Hanover Township...	4,500 00		500 00	4,000 00
Madison Borough .....	15,000 00			15,000 00
Netcong Borough .....	5,500 00		500 00	5,000 00
Pequonnock .....	2,250 00		750 00	1,500 00
Randolph .....	2,000 00		125 00	1,875 00
Washington Township ..	51,225 00			51,225 00
Port Oram Borough .....	18,500 00			18,500 00
Total .....	\$129,975 00		\$3,875 00	\$126,100 00
<b>Ocean County—</b>				
Brick Township .....	5,000 00		250 00	4,750 00
Dover Township .....	17,500 00		500 00	17,000 00
Island Heights Borough....	400 00		200 00	200 00
Lakewood .....	29,050 00		2,050 00	27,000 00
Little Egg Harbor Township	3,700 00			3,700 00
Point Pleasant and Beach Borough.	10,000 00			10,000 00
Union Township .....	7,000 00		500 00	6,500 00
Total .....	\$72,650 00		\$3,500 00	\$69,150 00
<b>Passaic County—</b>				
Acquackanonk .....	\$18,750 00		\$2,250 00	\$16,500 00
Little Falls Township ..		18,000 00		18,000 00
Manchester Township ..	38,300 00		1,100 00	37,200 00
Pompton Lakes Borough ..	2,500 00		500 00	2,000 00
Wayne Township .....	8,200 00	4,900 00	500 00	13,800 00
Hawthorne Borough.....	17,800 00		1,100 00	16,700 00
Total .....	\$85,550 00	\$22,900 00	\$5,450 00	\$103,100 00
<b>Salem County—</b>				
Elmer Borough .....	\$2,100 00		\$300 00	\$1,800 00
Pennsgrove Borough .....	2,500 00		833 00	1,667 00
Pittsgrove Township....	2,500 00		250 00	2,250 00
Salem City .....	6,000 00		1,000 00	5,000 00
Total .....	\$13,100 00		\$2,383 00	\$10,717 00

TABLE XXV.—Continued.  
District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901, not Including Interest.	Amount of Debt Incurred since July 1st, 1901	Amount Paid During the Year Ending June 30, 1902, not Includ- ing Interest.	Amount of Debt Outstanding July 1, 1902, not Including Interest
<b>Somerset County—</b>				
Bound Brook Borough.....	\$15,000 00	.....	\$1,000 00	\$14,000 00
North Plainfield Borough.....	38,500 00	5,500 00	1,000 00	41,000 00
North Plainfield Township.....	1,000 00	.....	500 00	500 00
Somerville .....	5,000 00	.....	1,000 00	4,000 00
South Bound Brook.....	8,700 00	.....	400 00	8,300 00
Total .....	\$68,200 00	\$5,500 00	\$3,900 00	\$69,800 00
<b>Sussex County—</b>				
Newton .....	\$22,000 00	.....	\$1,000 00	\$21,000 00
<b>Union County—</b>				
Cranford Township.....	\$27,000 00	.....	\$1,000 00	\$26,000 00
Elizabeth .....	108,500 00	5,000 00	.....	113,500 00
Fanwood .....	5,000 00	.....	1,000 00	5,000 00
Plainfield City.....	88,000 00	.....	5,000 00	61,000 00
Summit .....	6,000 00	.....	1,500 00	4,500 00
Westfield .....	75,000 00	.....	.....	75,000 00
Total .....	\$288,500 00	\$5,000 00	\$8,500 00	\$285,000 00
<b>Warren County—</b>				
Belviders Township.....	\$5,000 00	.....	\$1,000 00	\$4,000 00
Lopatcong Borough .....	2,000 00	.....	.....	2,000 00
Phillipsburg City.....	22,500 00	.....	.....	22,500 00
Washington Borough.....	5,000 00	.....	1,000 00	4,000 00
Total .....	\$34,500 00	.....	\$2,000 00	\$32,500 00

# REPORT OF SUPERINTENDENT.

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## TABLE XXV.—Concluded.

### Summary of Indebtedness.

COUNTIES.	Amount of Debt July 1st, 1901, Ex- cluding Interest.	Amount of Debt Incurred since July 1, 1901.	Amount Paid During the Year Ending June 30, 1902, Excluding Interest.	Amount of Debt Outstanding July 1, 1902, Excluding Interest.
Atlantic .....	\$281,859 00	\$2,500 00	\$12 170 00	\$262,189 00
Bergen .....	463,396 00	5,300 00	23,800 00	444,896 00
Burlington .....	100,483 22	13,400 00	5,870 00	108,013 22
Camden .....	88,550 00	43,400 00	2,550 00	79,400 00
Cape May .....	51,800 00	4,000 00	2,300 00	53,500 00
Cumberland .....	44,400 00	1,500 00	4,500 00	41,400 00
Essex .....	933,310 00	29,000 00	41,300 00	921,010 00
Gloucester .....	36,890 00	3,450 00	6,370 00	33,970 00
Hudson .....	434,400 00	66,000 00	28,000 00	522,400 00
Hunterdon .....	11,000 00	1,200 00	1,000 00	11,200 00
Mercer .....	64,000 00	.....	2,000 00	62,000 00
Middlesex .....	125,290 00	15,390 00	12,790 00	127,890 00
Monmouth .....	413,010 00	.....	10,270 00	402,740 00
Morris .....	129,975 00	.....	3,875 00	126,100 00
Ocean .....	72,650 00	.....	3,500 00	69,150 00
Passaic .....	85,650 00	23,900 00	5,450 00	108,100 00
Salem .....	13,100 00	.....	2,333 00	10,767 00
Somerset .....	63,200 00	5,500 00	5,900 00	62,800 00
Summit .....	32,000 00	.....	1,000 00	31,000 00
Union .....	283,500 00	5,000 00	8,500 00	280,000 00
Warren .....	34,500 00	.....	2,000 00	32,500 00
Total .....	\$3,742,463 22	\$217,540 00	\$133,068 00	\$3,776,925 22



## TABLE XXVI.

## State Certificates Issued During the Year 1901-1902.

## EXPERIENCE.

## First Grade.

Bebout, Edwin.  
Broome, Edwin C.  
Boyer, Charles B.  
Babcock, W. F.  
Connor, W. J.  
Coles, Sue H.  
Decker, Ralph.  
Fretz, Thomas A.  
Fiske, Cora E.  
Gifford, Emma L.  
Glass, Susie E.

Headley, Frank H.  
Skidmore, Lanson B.  
Morris, Richard.  
McCallie, Joseph M.  
Neal, H. J.  
Rissmiller, Isaac.  
Swingle, William M.  
Tyndall, Sarah E.  
Woodward, Ralph F.  
White, Howard Dare.  
Vogel, George J.

## Kindergarten.

Daniels, Emma M.  
Jones, Harriet.  
Lathrop, Lillian.

Macintosh, Sarah May.  
Powell, Mabel Alger.

## Ethical Culture.

Hays, Frances C.

Davis, Lucie Palmer.

## Music.

Young, Edward M.

## Normal Art.

Kintz, Josephine.

## Drawing.

Beebe, Dee.

## EXAMINATION.

## First Grade.

Schulte, George B.

## Second Grade.

Baxter, Katharine C.  
Bliss, R. P.  
Collard, Arthur W.  
Cornish, Henrietta S.  
Hockenberry, M. Amelia.  
Keiter, W. S.  
Lyons, L. C.

Aleseroll, Lester A.  
Reed, Emma L.  
Sage, Walter M.  
Stone, George W.  
Strong, Mary L.  
Tate, Clara L.

## Third Grade.

Atwood, Franklin T.  
 Alden, Rose.  
 Atkinson, Emily.  
 Brunyade, Josephine K.  
 Baldwin, Lena H.  
 Baldwin, Isabella.  
 Chew, Ruth E.  
 Corcilus, Irene.  
 Demarest, Sarah T.  
 DeWitt, Orville P.  
 Fichter, Edith B.  
 Ferrier, Deborah.  
 Gambee, Robert C.  
 Garwood, Helen.  
 Hain, F. H.  
 Henderson, Jennie A.  
 Hess, W. Lyndon.  
 Hockenberry, W. H.

Holbrook, Alice M.  
 Hull, R. J.  
 Hall, Frances S.  
 Hibbard, Rufus P.  
 Knudson, Mabel A.  
 Kutcher, Elizabeth L.  
 Klock, Ella.  
 Lamont, Nellie J.  
 Lovell, Phebe P.  
 McCain, James L.  
 McIntyre, William G. S.  
 Meyer, John L.  
 Platt, Belle.  
 Snodgrass, Gertrude.  
 Simonton, Maude.  
 Vliet, Percival H.  
 Vanderbilt, Mabel T.  
 Yardley, Anna M.

## Kindergarten.

Rusby, Elizabeth A.

## NORMAL LIFE.

Aldous, Julia L.  
 Bishop, Fannie D.  
 Bugbee, Rilla.  
 Barrett, Teresa G.  
 Crawford, Lillian E.  
 Dittmar, Kathryn M.  
 deB. Tweed, Alice.  
 Davidson, Rebecca T.  
 Daenell, Alice.  
 Drudy, Katherine M.  
 Fox, Carrie D.  
 Godshalk, Cornelia.  
 Hughes, Theo. L.  
 Hutchinson, Margaret E.  
 Hyde, Mabel Fuller.  
 Hand, Lucie B.  
 Johnson, Albert R.  
 Kelly, Margaret G.  
 Kruse, Amy.  
 Lippincott, Alice G.  
 Lewis, Laura A.  
 Lewis, Lucy K.  
 Lacey, Florence J.  
 Lucan, Mary C.  
 Manning, Olivia R.

McCormack, Isabel.  
 Ohning, Isabel.  
 Patterson, Cora R.  
 Polhemus, Ella.  
 Price, Richard S.  
 Plum, Mary E.  
 Pierce, Selina C.  
 Reed, Pauline E.  
 Riddick, Altha.  
 Richardson, Jessie.  
 SHEMELEY, Florence E.  
 Smith, Anna.  
 Smith, Gertrude H.  
 Smith, Annie R.  
 Smith, Kathryn A.  
 Shaw, Edna M.  
 Swayze, Minnie M.  
 Struble, Louise B.  
 Spring, Elizabeth S.  
 Shaeffer, Martha.  
 Thompson, John Ward.  
 Tingley, Jennie E.  
 Trenbath, Alice C.  
 Whitlock, Elizabeth P.  
 Waterman, Florence H.

## RENEWALS.

## Second Grade.

Bartow, Annie S.  
 Dove, Nettie C.

Dickinson, Harriet.  
 Willert, Fannie L.

## Third Grade.

Alpough, Harriet A.  
Conover, Elizabeth J.  
Fithian, Emily B.

Schumacker, Rosalie.  
Stryker, Franklin A.  
Southard, Roxie B.

## ENDORSEMENTS.

Ackerman, William A.  
Atherton, Arthur P.  
Anderson, Grace M.  
Anderson, Woodford M.  
Bailey, J. Adams.  
Brown, Cassie E.  
Brown, Florence N.  
Barden, Rosa K.  
Bundy, W. O.  
Bodine, Helen D.  
Barber, Caroline A.  
Chapin, Cora E.  
Chapin, Clara J.  
Carroll, Sarah E.  
Clark, Madge C.  
Clark, Ada R.  
Corey, Frances E.  
Coates, Elizabeth.  
Covert, Alice.  
Calhoun, Eleanor R.  
Cudney, Lou M.  
Christy, Marion F.  
Duquette, George L.  
Dickson, Matilda M.  
Dodd, James Francis.  
Draper, Mary T.  
Dean, Violet.  
Dayton, Georgiana R.  
Defendorf, A. Gertrude.  
Emmons, Bertha E.  
Frazer, May E.  
Foster, Mary E.  
Fish, Roldo A.  
Gray, Inez L.  
Green, May W.  
Gould, Nellie J.  
Glasser, Henry W.  
Gillette, Virginia E.  
Gannsman, Anna B.  
Guild, Elizabeth W.  
Griswold, May M.  
Gillette, Mary E.  
Higbee, Grace L.  
Harding, Hannah V.  
Holmes, William F.  
Huber, Gertrude.  
Hill, Ruth C.  
Hagin, Ruby S.  
Hughes, Florence M.  
Jones, Winifred L.  
Jones, Minnie A.  
Jackson, Emma M.  
Jerome, Julia.

Harper, May E.  
Irving, Louisa W.  
Knudson, Mabel A.  
Killeen, Helen V.  
Knapp, Sara C.  
Knapp, Grace H.  
Lockwood, Alice May.  
Latimer, Mary A.  
Lee, Mabelle.  
Lynch, John K.  
Lambert, Kate C.  
Morey, Angela.  
Morrison, Carolyn E.  
Macintosh, Sarah M.  
Muller, Ella.  
Maguire, Margaret.  
Moore, Mary.  
Merrick, Edith A.  
Morse, Lulu B.  
Munn, G. Rosamond.  
Murphy, Frances L.  
Moore, William J.  
Owens, Eleanor M.  
Olmsted, Sarah C.  
Pierson, Mary E.  
Parker, Edith G.  
Powers, L. Blanche.  
Peters, Grace M.  
Parker, Kate E.  
Purvis, Isabella.  
Philo, Lottie R.  
Pitkin, Eugene S.  
Reed, Alice S.  
Richenaker, Anna M.  
Rumsey, Jennie B.  
Riddle, Estelle.  
Rohrbach, D. R.  
Rose, Abel.  
Staber, Maud J.  
Snyder, Mary A.  
Snyder, W. O.  
Stephens, Lavinia.  
Schoonmaker, Stella.  
Smith, Florence G.  
Shannon, Jennie.  
Stevenson, Frances S.  
Smith, Georgie T.  
Sheehy, Jennie Van DeMark.  
Scott, Archibald J.  
Staples, Bertha.  
Strong, Lottie B.  
Smith, Loretta.  
Strong, B. Elizabeth.

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Taylor, Martha S.  
Taylor, May Grace.  
Wright, Grace R.  
Wall, Ellena.  
Wheeler, Jessie L.

White, Emily V.  
Wilcox, Myra, G.  
Van Horne, Mabel P.  
Yoran, Mary A.

### PROVISIONAL.

Alden, Rose.  
Atkinson, Emily M.  
Baldwin, Lena H.  
Barnhart, Edith.  
Brandt, Joseph F.  
Brunyate, Josephine K.  
Buck, Gertrude S.  
Carhart, Elizabeth M.  
Coyle, M. J.  
Craighead, Bessie N.

Cravath, Bessie N.  
Hall, Frances E.  
Henderson, Jennie A.  
Jennison, Lynn E.  
Keiter, William S.  
Kutcher, Elizabeth L.  
Meyer, John L.  
Murray, M. Louise.  
Sandt, John H.

### CERTIFICATE REVOKED.

E. S. Ketchum.

TABLE XXVII.

County Certificates Issued During the Year, 1901-1902.

ATLANTIC COUNTY.

First Grade.

Larcombe, John A.....	November 1st, 1901.
English, Ion.....	" "
Gorse, John W.....	" "
Sweet, M. Eloise.....	March 1st, 1902.
Godfrey, Anna.....	June 1st, 1902.
Hazleton, Edward J.....	" "
Reed, Emma E.....	" "
Riley, W. Burt.....	" "
Smith, Lillian E.....	" "
Vasant, Elizabeth .....	" "

Second Grade.

Collins, Annie S.....	November 1st, 1901.
Rogers, E. Josephine.....	" "
Carhart, Lavinia .....	November 1st, 1901.
Hall, Marie.....	March 1st, 1902.
Steelman, Cora.....	" "
Abbott, Florence W.....	June 1st, 1902.
Doty, Jas. B.....	" "
Marts, Ella S.....	" "
Sheppard, Horace J.....	" "
Zeikman, May.....	" "

Third Grade.

Cranmer, Carrie .....	November 1st, 1901.
Barrett, Mary.....	" "
Ulmer, Lydia.....	" "
Adams, Pearl .....	March 1st, 1902.
Adams, Viola.....	" "
Cranmer, Carrie.....	" "
Crowell, Cora M.....	" "
Davidson, Heleana G.....	" "
Sheppard, Horace J.....	" "
Higbee, Olive B.....	June 1st, 1902.
Smallwood, Fred.....	" "

BERGEN COUNTY.

First Grade.

Storm, May L.....	November 1st, 1901.
Gerecke, Gertrude E.....	March 1st, 1902.

Burlew, Mrs. Ida V. B.....	June 1st, 1902.
Coe, James A.....	" "
Demarest, Anna C.....	" "
Du Bois, Chas. P.....	" "
Frank, Ida.....	" "
Hill, Margaret M.....	" "
Howland, Emily M.....	" "
Terry, Nathaniel L.....	" "
Vreeland, Maggie.....	" "
Woodward, B. F.....	" "

Second Grade.

Demarest, Maggie D.....	November 1st, 1901.
Gismond, Mrs. J. C.....	" "
Hazard, Lula B.....	" "
Henderson, Jennie A.....	" "
Andress, Jos. ....	March 1st, 1902.
Bennett, Mrs. Lydia A.....	" "
Hawes, Esther M.....	" "
Mann, Nellie L.....	" "
Petzold, Amy.....	" "
Bratt, Eva.....	June 1st, 1902.
Brewster, Bertha.....	" "
Coulter, Jennie E.....	" "
Demarest, Eleanore E.....	" "

Third Grade.

Doremus, Emma S.....	November 1st, 1901.
Eckel, Kahryn.....	" "
Gilbert, Virginia B.....	March 1st, 1902.
Mellgren, Ellen S.....	" "
Meyer, Mary.....	" "

Special.

Casler, Elizabeth M., Kindergarten.....	November 1st, 1901.
Stevens, Mercy E., Kindergarten.....	" "
Van Brunt, Margaret L., Kindergarten.....	March 1st, 1902.

BURLINGTON COUNTY.

First Grade.

Branson, Lilla T.....	November 1st, 1901.
Carty, Nellie A.....	" "
Megargee, George E.....	" "
Conrow, Mildred.....	March 1st, 1902.
Patterson, Mary E.....	" "
Wetherill, Eliz. D.....	" "
Ancker, Ida Mason.....	June 1st, 1902.
Clinton, Harriet C.....	" "

SCHOOL REPORT.

Clymer, Annie .....	"	"
Cowperthwait, Bessie R.....	"	"
Harris, Minnie M.....	"	"
Heinekin, John F. D.....	"	"
Mitchell, Mary J.....	"	"
Stewart, Rose A.....	"	"
Wheeler, Anna P.....	"	"

Second Grade.

Beck, M. R.....	November 1st, 1901.
Rainear, Sara S.....	" "
Cramer, Mazie F.....	March 1st, 1902.
Harris, Ella L.....	" "
Hughes, Eunice A.....	" "
Gillingham, Ella.....	" "
Monaghan, Rose G.....	" "
Reinke, Alice .....	" "
Thompson, Eliz. R.....	" "
Buzby, Ellen .....	June 1st, 1902.
Deacon, Helen E.....	" "
Dobbins, Amanda R.....	" "
Fender, Ella.....	" "
Kinsley, Myra .....	" "
Murphy, William W.....	" "
Peterson, Estella .....	" "
Stiles, James C.....	" "
Stockum, Addie .....	" "
Stricker, J. Clifford.....	" "
Walther, Mary E.....	" "
Woolston, Ella .....	" "

Third Grade.

Bozarth, Sallie R.....	November 1st, 1901.
Clymer, Annie .....	" "
Murphy, William W.....	" "
Batten, J. Russell.....	March 1st, 1902.
Goble, Mabel E.....	" "
Hinkle, Eleanor W.....	" "
Holt, Edna .....	" "
Webber, Mary Villa.....	" "
Frymier, Helen G.....	June 1st, 1902.
Gale, Anna .....	" "
Hallenbeck, M. Louise.....	" "
Kimble, Daisy R.....	" "
Lippincott, Beulah H.....	" "

Special Kindergarten.

Fish, Bertha .....	November 1st, 1901.
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# REPORT OF SUPERINTENDENT.

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## CAMDEN COUNTY.

### First Grade.

Chew, Elizabeth C.....	November 1st, 1901.
Thompson, Sara H.....	" "
Morrison, Lizzie H.....	March 1st, 1902.
Smith, Millicent R.....	" "
Summerill, Elma F.....	" "
Sullivan, Wm. C.....	" "
Eayre, Edith Earle.....	June 1st, 1902.
Hurff, Mary B.....	" "
Fortiner, Laura V.....	" "
Jennings, Minnie .....	" "
Larmouth, Minnie .....	" "
Nixon, Bertha .....	" "
Whittington, Mary .....	" "
Wright, Georgia K.....	" "

### Second Grade.

Bishoff, Minnie G.....	November 1st, 1901.
Bottoms, Amy .....	" "
Greer, Marian .....	" "
Gibson, Idella S.....	" "
Owens, Horace F.....	" "
Stiles, Carolyn D. W.....	" "
Vanuxem, Mary .....	" "
Williams, Ida M.....	" "
Whittington, Mary .....	" "
Heggan, Caleina C.....	March 1st, 1902.
Norcross, Susan McI.....	" "
Preston, Rosaltha .....	" "
Purdy, Lena R.....	" "
Robinson, Rosella .....	" "
Still, Fred A.....	" "
Heisler, Maude M.....	June 1st, 1902.
Lord, Mabel S.....	" "
Marple, Clara .....	" "
Read, Marianna .....	" "
Stockum, Carrie M.....	" "
Stockum, Sadie .....	" "
Whitacre, Emily .....	" "

### Third Grade.

Barton, Edith .....	November 1st, 1901.
Harley, Sallie .....	" "
Jackson, John H.....	" "
Dickson, Sarah Allen.....	March 1st, 1902.
Dougherty, Laura W.....	" "
Gordon, Mary L.....	" "
Jessup, Helen .....	" "
Powell, E. Louisa.....	" "
Read, Marianna .....	" "
Snyder, Lilian .....	" "



SCHOOL REPORT.

Walton, Lydia R.....	"	"
Casey, Edna E.....	June 1st, 1902.	
Collins, Anna Mary.....	"	"
Dermitt, Helen E.....	"	"
Harris, Lillian .....	"	"
Larmouth, Adele .....	"	"
Robinson, Edith .....	"	"

Special Kindergarten.

Wake, Mary E.....	November 1st, 1901.
Way, Marion H.....	March 1st, 1902.

CAPE MAY COUNTY.

First Grade.

Eldredge, Cora .....	November 1st, 1902.
Hildreth, Llewellyn .....	"
Hughes, Frank R.....	March 1st, 1902.
Van Gilder, Rodney.....	June 1st, 1902.
Creamer, Cornelia .....	"

Second Grade.

Claypoole, Jennie .....	November 1st, 1901.
Creamer, Cornelia .....	"
Hoffman, L. T.....	"
Young, Sarah .....	"
Mace, Margaret .....	"
Campbell, Edward .....	March 1st, 1902.
Elliot, George B.....	June 1st, 1902.
Townsend, Clinton.....	"
Van Gilder, Emma Y.....	"
Steelman, Martin .....	"
French, Hannah E.....	"
Stiles, Edwin R.....	"
Taylor, R. E.....	"
Stafford, Eva M.....	"
Townsend, Hettie .....	"

Third Grade.

Goodman, Frances .....	November 1st, 1901.
Springer, Minnie H.....	"
Shivers, Lorenzo B.....	March 1st, 1902.
Norton, Pearla .....	June 1st, 1902.
Meerwald, Joseph A.....	"
Rutherford, Linda .....	"
Forcum, Hester .....	"

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## CUMBERLAND COUNTY.

### First Grade.

Davis, Julia M.....	November 1st, 1901.
Trimble, Alice .....	March 1st, 1902.
Woodruff, Ella N.....	" "
Bard, Delia .....	June 1st, 1902.
Brandrift, May C.....	" "
Brineschults, Lillian T.....	" "
Cantner, Bertha E.....	" "
Davidson, Martha N.....	" "
Garrison, Alice B.....	" "
Keyport, Lizzie H.....	" "
Lawrence, Alice H.....	" "
Perry, Lonella .....	" "
Richardson, Eunice A.....	" "
Tomlin, Chas. ....	" "

### Second Grade.

Corse, Anna B.....	November 1st, 1901.
Davis, Walter B.....	" "
Kenny, Maude S.....	" "
Kernan, Winefride .....	" "
Lowden, Mabel .....	" "
Perry, Georgiana .....	" "
Reid, Elsie Gordon .....	" "
Adams, A. Virginia.....	March 1st, 1902.
Buzby, Carrie M.....	" "
Gerow, Lucie A.....	" "
McConnell, Bertha G.....	" "
Watson, Clarissa C.....	" "
Billow, J. W.....	June 1st, 1902.
Brineschults, Fannie D.....	" "
Claypoole, Jeannette H.....	" "
Fisher, Mary E.....	" "
Howell, Linda W.....	" "
Laws, George .....	" "
Mayhew, Ruth L.....	" "
Oliver, Maggie B.....	" "
Packard, A. J.....	" "
Prichard, Annie E.....	" "
Wright, Norman A.....	" "

### Third Grade.

Billow, J. W.....	November 1st, 1901.
Cosier, Blanche .....	" "
Feil, Mrs. S. B.....	" "
Harkin, Claude L.....	" "
Parvine, Elijah R.....	" "
Perry, Joseph W.....	" "
Bard, Helen .....	March 1st, 1902.
Bradford, Hannah L.....	" "
Davis, Francis W.....	" "

SCHOOL REPORT.

Parker, Fannie B.....	"	"
Van Valin, Lulu E.....	"	"
Bloomingtondale, Hannah G.....	June 1st, 1902.	
Brandt, Sarah M.....	"	"
Claypoole, Ida B.....	"	"
Frazeur, Susie M.....	"	"
Hogan, Anna T.....	"	"
Steward, Edwina .....	"	"
Vanaman, Lillian B.....	"	"

ESSEX COUNTY.

First Grade.

Drew, Isabella R.....	November 1st, 190	
Lovett, Arthur E.....	"	"
Sharpless, Elinore R.....	"	"
McKinney, May .....	March 1st, 1902.	
Wyman, Elizabeth H.....	"	"
Coomes, Rosalba A.....	June 1st, 1902.	
Galloway, Lillie M.....	"	"
Hunt, J. Louis.....	"	"
Nightingale, Eleanor M.....	"	"
Otis, Lizzie .....	"	"
Sloat, Mary J.....	"	"
Smith, Lydia M.....	"	"

Second Grade.

Cox, Isabella L.....	November 1st, 190	
Haws, E. Josephine.....	"	"
Wright, Jane .....	"	"
Ferris, Jessie .....	March 1st, 1902.	
Kenney, Ivah L.....	"	"
Miller, Bessie E.....	"	"
Northrup, Elizabeth B.....	"	"
Barrett, Mary E.....	June 1st, 1902.	
Jencker, J. Daisy.....	"	"
Pierce, Ida Mae.....	"	"

Third Grade.

Connolly, Joseph A.....	November 1st, 190	
Landers, Frances A.....	"	"
McKinney, Ruth E.....	"	"
Perkins, Clarence .....	"	"
Kenney, Ivah L.....	"	"
Colborn, Ruth B.....	March 1st, 1902.	
Hamilton, Matthew C.....	"	"
Hassett, Nella D.....	"	"
Mick, Ella .....	June 1st, 1902.	

# REPORT OF SUPERINTENDENT.

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## Special.

Lindsley, Laura A., Music.....	November 1st, 1901.
Nelson, Mary E., Drawing.....	" "
Rusby, Elizabeth A., Kindergarten.....	" "
Bowns, Helen D., Kindergarten.....	March 1st, 1902.
Gaylord, Mary, Commercial.....	" "
Horrax, Dorothy M., Kindergarten.....	" "
Smith, Alice R., Manual Training and Drawing...	" "
Teall, E. Horatia, Kindergarten.....	" "

## GLOUCESTER COUNTY.

### First Grade.

Hughes, Anna P.....	November 1st, 1901.
Roe, Emily .....	" "
Tomlin, Etta .....	" "
Lippincott, Annie E.....	March 1st, 1902.
Marsteller, Howard .....	" "
Rambo, Amy H.....	" "
Treen, Margaret .....	" "
Allen, Eva M.....	June 1st, 1901.
Crane, Raymond M.....	" "
Davis, Mame .....	" "
La Dow, Eva S.....	" "
Miller, Phebe S.....	" "
Reeves, Anna R.....	" "
Saunders, Lizzie C.....	" "
Thorp, Anna F.....	" "
Wentzell, Elnora D.....	" "

### Second Grade.

Angelo, Margaret L.....	November 1st, 1901.
Conover, Anna L.....	" "
Copestick, Florence G.....	" "
Curry, Belle .....	" "
Paschal, Mary R.....	" "
Stanton, Ada G.....	" "
Fish, Lavinia H.....	March 1st, 1902.
Downer, Grace S.....	" "
Goslin, Helen .....	" "
Wentzell, Elnora D.....	" "
Ballinger, Bessie B.....	June 1st, 1902
Duffield, Ivy E.....	" "
Frazier, Edwin M.....	" "
Gorden, Ada .....	" "
Gooden, Anna .....	" "
Henchman, Ray A.....	" "
Knisell, Warren M.....	" "
Ledden, Roy.....	" "
Marsh, Eva M.....	" "
Maxwell, Laura .....	" "
Somers, Richard H.....	" "

SCHOOL REPORT.

Third Grade.

Collins, George L.....	November 1st, 1901.
Davis, Emma S.....	" "
Kircher, Ethel F.....	" "
Nebel, Anna M.....	" "
Robinson, Rose J.....	" "
Somers, Richard H.....	" "
Woolston, Fidelia.....	" "
Allen, Elizabeth A.....	March 1st, 1902.
Banks, Ella F.....	" "
Bittner, John .....	" "
Hinchman, Ray A.....	" "
Keleher, Kate H.....	" "
Ledden, Rilla .....	" "
Avis, Martie C.....	June 1st, 1902.
Collins, George L.....	" "
Dougherty, Laura .....	" "
Headley, Carrie .....	" "
Scott, Verna L.....	" "

HUDSON COUNTY.

First Grade.

Lee, Katherine .....	November 1st, 1901.
Sherwood, Helen .....	" "
Fine, Matilda T.....	March 1st, 1902.
Gilligan, Katherine .....	" "
Tuhey, Margaret A.....	" "
Ahrens, Minnie C.....	June 1st, 1902.
Baumgartner, Wilhelmine S.....	" "
Clarke, Rosamond .....	" "
Cleveland, J. G.....	" "
Greenfield, Mary.....	" "
Keenan, Katherine.....	" "
Kenton, Margaret .....	" "
Kost, Ida J.....	" "
Murphy, Elizabeth .....	" "
Post, Jennie B.....	" "
Rice, Mary L.....	" "
Shepard, Mrs. Fanny.....	" "
Sherwood, Anna E.....	" "

Second Grade.

Hennesy, Anna .....	November 1st, 1901
Waters, Alice S.....	" "
Beckwith, Alice H.....	March 1st, 1902.
Ferguson, A. L.....	" "
McGlennon, C. A.....	" "
McKeown, Anna .....	" "
Murray, M. L.....	" "
Boulanger, Bessie D.....	June 1st, 1902.
Cassidy, Alice .....	" "
Kortz, Gertrude M.....	" "

# REPORT OF SUPERINTENDENT.

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## Third Grade.

Brelle, Olga C.....	November 1st, 1901.
Keresy, Marie .....	" "
Names, Bessie B.....	" "
Wilcox, H. Irene.....	" "
Thomson, Margaret D.....	" "
Gray, Frank F.....	March 1st, 1902.
Pond, Lisle A.....	" "
Thompson, Florence .....	" "
Wilson Ellen .....	" "
Boyngce, F. L.....	June 1st, 1902.
Breen, M. F.....	" "
Curran, Josephine .....	" "
Gunderson, Anna .....	" "
Mansfield, Genevieve .....	" "
McDonald, Lucy A.....	" "
Moore, M. F.....	" "
O'Bryan, Rena M.....	" "
Pope, Gertrude .....	" "
Reidy, Ella .....	" "
Reinhardt, Rosalie .....	" "
Tierny, Bell.....	" "

## HUNTERDON COUNTY

### First Grade.

Thomson, Lola .....	November 1st, 1901.
Dobbins, Mrs. Mary B.....	March 1st, 1902.
Stamets, Mrs. Cora .....	" "
Belcher, Jane .....	June 1st, 1902.
Bryan, Edward H.....	" "
Fisher, H. L.....	" "

### Second Grade

Dilts, Frank .....	November 1st, 1901.
Hamlen, Flora C.....	" "
Smith, Hattie .....	" "
Gardner, Mary A.....	March 1st, 1902.
Hunt, A. Dell.....	" "
Heller, Rev. J. W.....	" "
Benjamin, Mamie S.....	June 1st, 1902.
Castner, Iva .....	" "

### Third Grade.

Bond, Ella S.....	November 1st, 1901.
Carr, Teresa G.....	" "
Clickenger, Mrs. Beth.....	" "
Farrow, Ruth .....	" "

Myers, Newton V.....	"	"
Slack, Susie D.....	"	"
Todd, Luella .....	"	"
Wagner, Bertha D.....	"	"
Anderson, Alice F.....	March 1st, 1902.	
Fetherman, Daisy A.....	"	"
Insley, Edyth M.....	"	"
Mitchell, S. Etta.....	"	"
Niece, Elmer .....	"	"
Alpaugh, Mathias.....	June 1st, 1902.	
Carling, Bessie .....	"	"
Terriberry, Minnie .....	"	"

MERCER COUNTY.

First Grade.

McRostie, Helen G.....	November 1st, 190	
Botzong, Mrs. S. P.....	June 1st, 1902.	
Grover, Helen D.....	"	"
Prall, Emma E.....	"	"
Stults, Jennie .....	"	"
Wagner, Elmer D.....	"	"
Wyckoff, Newton .....	"	"

Second Grade.

Howell, Louisa .....	March 1st, 1902.	
Davison, Gertrude .....	June 1st, 1902	
Holmes, Florence S.....	"	"
Horner, Florence A.....	"	"
Snook, Jessie .....	"	"

Third Grade.

Fields, Georgiana H.....	November 1st, 190	
MacNair, Adeline W.....	"	"
Seeley, Millie .....	March 1st, 1902.	
Blackwell, Carrie J.....	June 1st, 1902.	
Cox, Bertha L.....	"	"
Carlisle, E. Clara .....	"	"
Walton, Lydia R.....	"	"

MIDDLESEX COUNTY.

First Grade.

Eulner, Elmer H.....	November 1st, 190	
Folwell, Jos. N.....	"	"
Fountain, Asbury .....	"	"
Smith, Saidee A.....	"	"

Davis, Eleanor .....	March 1st, 1902.
Deveny, H. F.....	" "
Bogart, Kate .....	June 1st, 1902.
Bostwick, E. B.....	" "
Brown, S. T. M.....	" "
Dunham, Viola .....	" "
Fillips, Susan .....	" "
Grant, Edith A.....	" "
Henderson, Nora B.....	" "
Johnston, Blanche .....	" "
McCurdy, S. C.....	" "
Soper, Meta F.....	" "
Van Nuis, Amanda.....	" "

Second Grade.

Aken, Edna .....	October 5th, 1901.
Buchanan, Mary E.....	" "
Coker, Florence .....	" "
Cleveland, Susie E.....	" "
Hancock, Ethel D.....	" "
Henderson, Lizzie S.....	" "
Perrine, Katherine H.....	" "
Berdine, C. L.....	March 1st, 1902.
Felter, S. B.....	" "
O'Connor, K. ....	" "
Burnett, Margaret L.....	June 1st, 1902.
Conover, Margaret .....	" "
Cottrell, L. P.....	" "
Dunn, Mary B.....	" "
Flanagan, Josephine .....	" "
Flynt, Leonora L.....	" "
Higgins, E. May.....	" "
Inslee, Ethel .....	" "
Martin, Harriet K.....	" "
Millets, M. P.....	" "
Nutt, Georgia F.....	" "
Paxton, Anna C.....	" "
Partridge, Jennie .....	" "
Park, Anna E.....	" "
Rue, Emma .....	" "
Scudder, Laura .....	" "
Smith, Abbie H.....	" "
Smith, Theresa .....	" "

Third Grade.

Folwell, Grace J.....	November 1st, 1901.
Hyde, Edith .....	" "
Reames, Adelaide L.....	" "
Sleeper, Ethel S.....	" "
Brown, Sadie R.....	March 1st, 1902.
French, K. L.....	" "
Long, M. A.....	" "
Long, Eva M.....	" "
Morse, Kate.....	" "
Park, A. E. ....	" "



SCHOOL REPORT.

Tappen, B. A.....	"	"
Van Nostrand, J. M.....	"	"
Vandever, L. M.....	"	"
Bradley, Rena .....	June 1st, 1902.	
Clark, Julia L.....	"	"
De Hart Lavinia .....	"	"
Morgan, Arline .....	"	"
Savage, Josephine .....	"	"
Schenck, Elizabeth .....	"	"
Slugg, Bessie E.....	"	"

MONMOUTH COUNTY.

First Grade.

Buermeyer, F. F.....	November 1st, 1901.	
Clapp, J. M.....	"	"
Bender, Anna .....	March 1st, 1902.	
Whitlock, Vannito .....	"	"
Appleget, J. L.....	June 1st, 1902.	
Conover, Charlotte .....	"	"
Landis, L. B.....	"	"
Leary, Daniel .....	"	"
Vanderveer, Mary C.....	"	"

Second Grade.

Appleget, Mary E.....	November 1st, 1901.	
Roberts, Mary .....	"	"
Troutman, Mary A.....	"	"
Cafferty, Anna .....	March 1st, 1902.	
Corson, Lucy E.....	"	"
Johnson, Gussie .....	"	"
Mitchell, Minnie V.....	"	"
Landis, L. B.....	"	"
Bloodgood, Mary E.....	June 1st, 1902.	
Fountain, Hortense .....	"	"
Hagerman, Florence .....	"	"
Johnson, Cassie L.....	"	"
Marren, Maud L.....	"	"
Purnell, J. W.....	"	"
Pyott, Laura M.....	"	"
Slocum, Lottie C.....	"	"
Thompson, Irene .....	"	"
Voorhees, Eva .....	"	"
West, Elizabeth M.....	"	"

Third Grade.

Berg, Louise .....	March 1st, 1902	
Cady, Mary .....	"	"
Coward, Emma F. P.....	"	"
Goodnough, A. Gertrude .....	"	"
Hayman, Maud M.....	"	"
Heller, Marcia C.....	"	"

REPORT OF SUPERINTENDENT.

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James, Mary N.....	"	"
Lewis, Essie .....	"	"
Phyfe, Mary A.....	"	"
Robinson, Dora .....	"	"
Ross, Elizabeth .....	"	"
Stout, Cathrine H.....	"	"
Thornton, John W.....	"	"
White, Elsie D.....	"	"
Beers, Gertrude A.....	June 1st, 1902.	
Gifford, Violet .....	"	"
Taylor, C. Loreine .....	"	"

Special.

Jennings, Cora M., Kindergarten .....	November 1st, 1901.	
Lent, Carrie E., Music .....	"	"
Pearman, Thos. W., Music.....	"	"
Stillwell, Adeline K., Music.....	"	"

MORRIS COUNTY.

First Grade.

Burlingame, Elizabeth .....	November 1st, 1901.	
Latting, Helen M.....	"	"
Ludwig, Mabelle A.....	"	"
Jones, Charles F.....	"	"
Bradley, Susan M.....	March 1st, 1902.	
Latting, Helen M.....	"	"
McGrath, Anna F.....	"	"
Nicholson, Louise .....	"	"
Carpenter, Emilie G.....	June 1st, 1902.	

Second Grade.

Ballon, Hannah M.....	March 1st, 1902.	
Flowers, Susie .....	"	"
Linaberry, Mary L.....	"	"
McNally, Lizzie .....	"	"
Roderer, Teresa A.....	"	"
Ayres, Kate .....	June 1st, 1902.	
Davis, Etta .....	"	"
Dutro, Edith .....	"	"
Egsland, Elizabeth .....	"	"
Faulkner, Bertha L.....	"	"
Glann, Milton H.....	"	"
Hance, Adalaide .....	"	"
McFarland, Kathleen .....	"	"
Poulson, Hattie B.....	"	"
Rinehart, Jacob .....	"	"
Taylor, A. S.....	"	"
Van Horn, Mabel E.....	"	"
Watters, Lawrence .....	"	"

SCHOOL REPORT.

Walton, Lydia R.....	"	"
Casey, Edna E.....	June 1st, 1902.	
Collins, Anna Mary.....	"	"
Dermitt, Helen E.....	"	"
Harris, Lillian .....	"	"
Larmouth, Adele .....	"	"
Robinson, Edith .....	"	"

Special Kindergarten.

Wake, Mary E.....	November 1st, 1901.
Way, Marion H.....	March 1st, 1902.

CAPE MAY COUNTY.

First Grade.

Eldredge, Cora .....	November 1st, 1902.
Hildreth, Llewellyn .....	"
Hughes, Frank R.....	March 1st, 1902.
Van Gilder, Rodney.....	June 1st, 1902.
Creamer, Cornelia .....	"

Second Grade.

Claypoole, Jennie .....	November 1st, 1901.
Creamer, Cornelia .....	"
Hoffman, L. T.....	"
Young, Sarah .....	"
Mace, Margaret .....	"
Campbell, Edward .....	March 1st, 1902.
Elliot, George B.....	June 1st, 1902.
Townsend, Clinton.....	"
Van Gilder, Emma Y.....	"
Steelman, Martin .....	"
French, Hannah E.....	"
Stiles, Edwin R.....	"
Taylor, R. E.....	"
Stafford, Eva M.....	"
Townsend, Hettie .....	"

Third Grade.

Goodman, Frances .....	November 1st, 1901.
Springer, Minnie H.....	"
Shivers, Lorenzo B.....	March 1st, 1902.
Norton, Pearla .....	June 1st, 1902.
Meerwald, Joseph A.....	"
Rutherford, Linda .....	"
Forcum, Hester .....	"

# REPORT OF SUPERINTENDENT.

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## CUMBERLAND COUNTY.

### First Grade.

Davis, Julia M.....	November 1st, 1901.
Trimble, Alice .....	March 1st, 1902.
Woodruff, Ella N.....	" "
Bard, Delia .....	June 1st, 1902.
Brandrift, May C.....	" "
Brineschults, Lillian T.....	" "
Cantner, Bertha E.....	" "
Davidson, Martha N.....	" "
Garrison, Alice B.....	" "
Keyport, Lizzie H.....	" "
Lawrence, Alice H.....	" "
Perry, Lonella .....	" "
Richardson, Eunice A.....	" "
Tomlin, Chas. ....	" "

### Second Grade.

Corse, Anna B.....	November 1st, 1901.
Davis, Walter B.....	" "
Kenny, Maude S.....	" "
Kernan, Winefride .....	" "
Lowden, Mabel .....	" "
Perry, Georgiana .....	" "
Reid, Elsie Gordon .....	" "
Adams, A. Virginia.....	March 1st, 1902.
Buzby, Carrie M.....	" "
Gerow, Lucie A.....	" "
McConnell, Bertha G.....	" "
Watson, Clarissa C.....	" "
Billow, J. W.....	June 1st, 1902.
Brineschults, Fannie D.....	" "
Claypoole, Jeannette H.....	" "
Fisher, Mary E.....	" "
Howell, Linda W.....	" "
Laws, George .....	" "
Mayhew, Ruth L.....	" "
Oliver, Maggie B.....	" "
Packard, A. J.....	" "
Prichard, Annie E.....	" "
Wright, Norman A.....	" "

### Third Grade.

Billow, J. W.....	November 1st, 1901.
Cosier, Blanche .....	" "
Feil, Mrs. S. B.....	" "
Harkin, Claude L.....	" "
Parvine, Elijah R.....	" "
Perry, Joseph W.....	" "
Bard, Helen .....	March 1st, 1902.
Bradford, Hannah L.....	" "
Davis, Francis W.....	" "

Parker, Fannie B.....	"	"
Van Valin, Lulu E.....	"	"
Bloomingtondale, Hannah G.....	June 1st, 1902.	
Brandt, Sarah M.....	"	"
Claypoole, Ida B.....	"	"
Frazeur, Susie M.....	"	"
Hogan, Anna T.....	"	"
Steward, Edwina .....	"	"
Vanaman, Lillian B.....	"	"

ESSEX COUNTY.

First Grade.

Drew, Isabella R.....	November 1st, 1901.	
Lovett, Arthur E.....	"	"
Sharpless, Elinore R.....	"	"
McKinney, May .....	March 1st, 1902.	
Wyman, Elizabeth H.....	"	"
Coomes, Rosalba A.....	June 1st, 1902.	
Galloway, Lillie M.....	"	"
Hunt, J. Louis.....	"	"
Nightingale, Eleanor M.....	"	"
Otis, Lizzie .....	"	"
Sloat, Mary J.....	"	"
Smith, Lydia M.....	"	"

Second Grade.

Cox, Isabella L.....	November 1st, 1901.	
Haws, E. Josephine.....	"	"
Wright, Jane .....	"	"
Ferris, Jessie .....	March 1st, 1902.	
Kenney, Ivah L.....	"	"
Miller, Bessie E.....	"	"
Northrup, Elizabeth B.....	"	"
Barrett, Mary E.....	June 1st, 1902.	
Jencker, J. Daisy.....	"	"
Pierce, Ida Mae.....	"	"

Third Grade.

Connolly, Joseph A.....	November 1st, 1901.	
Landers, Frances A.....	"	"
McKinney, Ruth E.....	"	"
Perkins, Clarence .....	"	"
Kenney, Ivah L.....	"	"
Colborn, Ruth B.....	March 1st, 1902.	
Hamilton, Matthew C.....	"	"
Hassett, Nella D.....	"	"
Mick, Ella .....	June 1st, 1902.	

# REPORT OF SUPERINTENDENT.

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## Special.

Lindsley, Laura A., Music.....	November 1st, 1901.
Nelson, Mary E., Drawing.....	" "
Rusby, Elizabeth A., Kindergarten.....	" "
Bowns, Helen D., Kindergarten.....	March 1st, 1902.
Gaylord, Mary, Commercial.....	" "
Horrax, Dorothy M., Kindergarten.....	" "
Smith, Alice R., Manual Training and Drawing...	" "
Teall, E. Horatia, Kindergarten.....	" "

## GLOUCESTER COUNTY.

### First Grade.

Hughes, Anna P.....	November 1st, 1901.
Roe, Emily .....	" "
Tomlin, Etta .....	" "
Lippincott, Annie E.....	March 1st, 1902.
Marsteller, Howard .....	" "
Rambo, Amy H.....	" "
Treen, Margaret .....	" "
Allen, Eva M.....	June 1st, 1901.
Crane, Raymond M.....	" "
Davis, Mame .....	" "
La Dow, Eva S.....	" "
Miller, Phebe S.....	" "
Reeves, Anna R.....	" "
Saunders, Lizzie C.....	" "
Thorp, Anna F.....	" "
Wentzell, Elnora D.....	" "

### Second Grade.

Angelo, Margaret L.....	November 1st, 1901.
Conover, Anna L.....	" "
Copestick, Florence G.....	" "
Curry, Belle .....	" "
Paschal, Mary R.....	" "
Stanton, Ada G.....	" "
Fish, Lavinia H.....	March 1st, 1902.
Downer, Grace S.....	" "
Goslin, Helen .....	" "
Wentzell, Elnora D.....	" "
Ballinger, Bessie B.....	June 1st, 1902
Duffield, Ivy E.....	" "
Frazier, Edwin M.....	" "
Gorden, Ada .....	" "
Gooden, Anna .....	" "
Henchman, Ray A.....	" "
Knisell, Warren M.....	" "
Ledden, Roy.....	" "
Marsh, Eva M.....	" "
Maxwell, Laura .....	" "
Somers, Richard H.....	" "

SCHOOL REPORT.

Second Grade.

Case, Anna M.....	November 1st, 190
Cole, Electus S.....	" "
Cortright, C. N.....	" "
Dunlap, Lizzie A.....	" "
Grenelle, Mrs. M. M.....	" "
Kyte, Stella .....	" "
Hetzel, Emma E.....	March 1st, 1902.
Smalley, Emily E.....	" "
Smith, Geo. C.....	" "
Stoll, Bertha .....	" "
Williams, Alice L.....	" "
Walsh, Mary F.....	" "
Brink, Nettie .....	June 2d, 1902.
Carpenter, M. Kate.....	" "
Cooper, Marven .....	" "
Couse, Laura Linn.....	" "
Crawleg, Ellen A.....	" "
Emmons, L. May.....	" "
Hayward, Hattie E.....	" "
Johnson, Marthis J.....	" "
Kays, Norman .....	" "
Kerwick, Luella E.....	" "
Knight, Grace D.....	" "
Lamb, Anna R.....	" "
Lanning, Ida A.....	" "
McNair, Norma .....	" "
Preston, Effa E.....	" "

Third Grade.

Baillie, Allen D.....	November 1st, 190
Hazelton, Samuel .....	" "
Harsh, Ella .....	" "
Kays, Norman .....	" "
Shay, T. Dorothy .....	" "
Harsh, Emma .....	" "
Ayers, Eva .....	March 1st, 1902.
Decker, Myron E.....	" "
Depue, Alonzo M.....	" "
Depue, Laura .....	" "
Johnson, Condance W.....	" "
Plummer, Bessie .....	" "
Rosenkrans, Grace .....	" "
Van Houten, Emma.....	" "
Canade, Joseph .....	June 2d, 1902.
Hancy, Jennie N.....	" "
Layton, Josie G.....	" "
Levi, Jacob S.....	" "

UNION COUNTY.

First Grade.

Foster, Henry E.....	November 1st, 190
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# REPORT OF SUPERINTENDENT.

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## Second Grade.

Bugden, Mary T.....June 1st, 1902.  
Osborne, Edith F....."

## Third Grade.

Hehl, Mary T.....June 1st, 1902.  
Fitch, Gladys L....."  
MacConnell, Gertrude....."  
Wilcox, Hattie M....."

## Special.

Gibson, Ruth, music.....November 1st, 1901.

## WARREN COUNTY.

### First Grade.

Amery, L. R.....November 1st, 1901  
Glaser, Henry C....."  
Osterstock, H. W....."  
Tomer, N. J....."  
Hess, John T.....March 1st, 1902.  
Brugler, V. C.....June 1st, 1902.  
Chalmers, Jessie....."  
Crisman, S. M....."  
Dailey, Hattie....."  
Ditton, Anna M....."  
Frame, Christiana....."  
Flynn, Mary....."  
Hager, Anna L....."  
Lamb, Alice....."  
Madden, Sadie E....."  
Person, Fannie D....."  
Pierson, Nettie E....."  
Reifsnyder, Lois S....."  
Rittenhouse, Tillie G....."  
Roe, Lizzie G....."  
Stevenson, Bertha T....."  
Stryker, Nellie....."  
Swayze, Lizzie....."  
Van Dyke, Mrs. J. M....."  
Walsh, Bridgie....."

### Second Grade.

Beaver, Mary.....November 1st, 1901.  
Reamer, Anna....."  
Schrantz, Margaret....."  
Smith, Olive K....."  
Brink, Lewis L.....March 1st, 1902.



Cook, C. F.....	"	"
LaRue, S. N.....	"	"
Rusling, Bertha .....	"	"
Walters, Wm. ....	"	"
Albert, Bertha R.....	June 1st, 1902.	
Beidleman, Roxie .....	"	"
Brugler, A. Dayton .....	"	"
Carey, E. Adelia .....	"	"
Dunn, Mabel S.....	"	"
Gorden, Julia B.....	"	"
Harden, Ola .....	"	"
Harris, Laura J.....	"	"
Hill, Lena W.....	"	"
Howell, Vesta .....	"	"
Howell, Sadie .....	"	"
Henderson, Mabel .....	"	"
Lewis, A. Mabel .....	"	"
Paullen, Louise .....	"	"
Pittenger, Anna L.....	"	"
Raub, Cora M.....	June 1st, 1902.	
Raub, Lizzie .....	"	"
Toomath, Anna .....	"	"
Vanatta, Grace A.....	"	"
Wildrick, Estella M.....	"	"
Willer, Mabel .....	"	"

Third Grade.

Ashmore, Ray .....	November 1st, 1901	
Bieddleman, Roxie .....	"	"
Bowlby, Harry .....	"	"
Breen, Etta .....	"	"
Coleman, E. R.....	"	"
Connell, Marion E.....	"	"
Emery, Ida B.....	"	"
Foss, Mabel .....	"	"
Hanna, Geo. E.....	"	"
Hildebrand, Allie M.....	"	"
Losey, Jason G.....	"	"
Mericle, Caroline .....	"	"
Miller, Mabel .....	"	"
Shomer, Elizabeth .....	November 1st, 1901	
Walters, Edith M.....	"	"
Warner, Anna .....	"	"
Widner, Etta .....	"	"
Bachman, Bessie L.....	March 1st, 1902.	
Fredenberg, Minnie .....	"	"
Harris, Laura J.....	"	"
Hill, Jacob .....	"	"
Losey, F. B.....	"	"
Pransul, Chas. ....	"	"
Sarson, Estella .....	"	"
Stevens, Sadie E.....	March 1st, 1902.	
Shoemaker, Warren .....	"	"
Van Auken, Anna .....	"	"
Van Horn, Miranda .....	"	"
Whiteman, Grace .....	"	"
Angle, Elisha .....	June 1st, 1902.	
Baylor, Meta J.....	"	"

## REPORT OF SUPERINTENDENT.

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Beckwith, Grace .....	"	"
Bogarth, A. C.....	"	"
Bumiller, Eva A.....	"	"
Cressman, Sadie .....	"	"
Creveling, Elizabeth C.....	"	"
Gibbs, Pearl M.....	"	"
Nelson, Hilda .....	"	"
Smith, Laura E.....	"	"
Smith, Lena A.....	"	"
Vorseler, Fannie .....	"	"
West, Florence .....	"	"

### Special.

Coleman, J. Garth, German and Latin.....November 1st, 1901.

## WEST HOBOKEN.

### First Grade.

Boland, Agnes .....	March 1st, 1902.
Needham, Carrie .....	June 1st, 1902.
Tierney, Helen .....	" "
Thom, Jean .....	" "

### Second Grade.

Hunt, Cora .....	November 1st, 1901.
Manahan, May .....	" "
Richardson, Vina .....	" "
Alies, Ida .....	February 8th, 1902.
Miller, Maude .....	June 1st, 1902.
Moore, Jennie C.....	" "
Wiese, Anita .....	" "

### Third Grade.

Flosd, Lottie .....	November 1st, 1901.
Hopkins, Ada .....	" "
Lawler, Mary .....	" "
Platt, Winnifred .....	June 1st, 1902.

### Special.

Raque, Bianca, German.....June 1st, 1902.

## PERTH AMBOY.

Sofield, Edith, first.....June 1st, 1902.

# SCHOOL REPORT.

## CAMDEN.

James, Estelle, second grade.....June 1st, 1902.

### Professional Certificates.

#### GLOUCESTER COUNTY.

##### First Grade.

Daniel T. Steelman.  
Thomas W. Hartman.

Theodore Fleetwood.  
Howard T. Marsteller. ,

##### Second Grade.

Mary M. Simmerman.

Lydia G. Pierson.

#### OCEAN COUNTY.

##### First Grade.

C. E. Downey.  
Marie W. du Puget.  
Etheleen Longstreet.

Lillie Stillaway.  
Frank Tilton.  
A. S. Tilton.

##### Second Grade.

Geo. R. Wardell.

#### WARREN COUNTY.

##### First Grade.

Eli--beth Swayze.

B. F. Ward.

## TABLE XXVIII.

## Payments to School Libraries.

## ATLANTIC COUNTY.

Atlantic City—Illinois Avenue, West Side, and High Schools.

Absecon—School No. 1.

Buena Vista township—School No. 7.

Egg Harbor City—School No. 1.

Egg Harbor township—Schools No. 1, 5.

Galloway township—Schools No. 2, 3.

Hamilton township—Schools No. 1, 2.

Hammonton township—Schools No. 2, 3, 4, 5.

Linwood township—School No. 2.

Somer's Point—School No. 1.

Weymouth—Schools No. 1, 4.

## BERGEN COUNTY.

Allendale borough—School No. 1.

Bergenfields borough—School No. 1.

Bogota borough—School No. 1.

Carlstadt borough—Schools Nos. 1, 2 and 3.

Cliffside Park—School No. 1.

Cresskill borough—School No. 1.

Delford borough—Schools Nos. 1 and 2.

Dumont borough—School No. 1.

Englewood City—Schools Nos. 1, 2, 4 and 5.

Englewood Free School—School No. 1.

Englewood township—School No. 1.

East Rutherford borough—Schools Nos. 1 and 2.

Edgewater—School No. 1.

Fairview borough—Schools Nos. 1 and 2.

Fort Lee—Schools Nos. 1 and 2.

Franklin township—Schools Nos. 1, 3, 4, 5 and 6.

Garfield borough—Schools Nos. 1, 2 and 3.

Glen Rock borough—School No. 1.

Harrington township—Schools Nos. 1, 2, 2½, 3, 5, 6, 7, 8.

Hasbrouck Heights borough—School No. 1.

Hillsdale township—School No. 1.

Hohokus township—Schools Nos. 1, 2, 3 and 4.

Leonia borough—School No. 1.

Little Ferry borough—School No. 1.

Lodi township—Schools Nos. 1 and 2.

Lodi borough—School No. 1.

Maywood—School No. 1.  
Midland Park borough—School No. 1.  
Midland township—Schools Nos. 1, 2 and 3.  
Montvale borough—Schools Nos. 1 and 2.  
New Barbadoes township—Schools Nos. 1, 2, 3, 4, 5 and High.  
North Arlington borough—School No. 1.  
Overpeck township—Schools Nos. 1 and 2.  
Orvil township—Schools Nos. 1 and 2.  
Palisades township—School No. 1.  
Park Ridge borough—School No. 1.  
Palisades Park borough—School No. 1.  
Ridgefield borough—School No. 1.  
Ridgefield township—Schools Nos. 2 and 3.  
Ridgewood township—School No. 1.  
Riverside borough—Schools Nos. 1 and 2.  
Rutherford borough—School No. 3.  
Saddle River township—Schools Nos. 1, 2, 3 and 4.  
Saddle River borough—School No. 1.  
Teaneck township—Schools Nos. 1, 2 and 3.  
Tenafly borough—Schools Nos. 1 and 2.  
Union township—Schools Nos. 1 and 2.  
Washington township—Schools Nos. 1 and 2.  
Wallington borough—School No. 1.  
Westwood borough—School No. 1.  
Woodcliffe borough—School No. 1.  
Wood Ridge borough—School No. 1.

## BURLINGTON COUNTY.

Burlington township—School No. 1.  
Chester township—Schools Nos. 1, 2, 3, 4, 5, 6, 7 and 8.  
Chesterfield—School No. 1.  
Cinnaminson Township—Schools Nos. 1, 2 and 3.  
Evesham—School No. 3.  
Medford township—Schools Nos. 1, 2, 3, 5 and 6.  
New Hanover—School No. 1.  
Northampton—Schools Nos. 1, 2 and 3.  
Pemberton—School No. 1.  
Riverside—Schools Nos. 1 and 2.  
Springfield township—Schools Nos. 2 and 7.

## CAMDEN COUNTY.

Centre township—Schools Nos. 4 and 6.  
Haddonfield borough—Schools Nos. 1, 2, 3 and 4.  
Gloucester City—Schools Nos. 1 and 2.  
Gloucester township—School No. 4.

Merchantville borough—School No. 1.  
Pensauken—School No. 5.

**CAPE MAY COUNTY.**

Cape May City—Schools Nos. 1, 2 and 3.  
Dennis township—Schools Nos. 4, 5, 7, 10 and 11.  
Lower township—Schools Nos. 2, 3 and 5.  
Middle township—Schools Nos. 1, 5, 6 and 7.  
Ocean City borough—School No. 1.  
Upper township—School No. 3.

**CUMBERLAND COUNTY.**

Bridgeton City—Third Ward School.  
Commercial township—Schools Nos. 1, 2 and 5.  
Deerfield township—School No. 4.  
Downe township—School No. 1.  
Greenwich township—School No. 1.  
Hopewell township—Schools Nos. 1 and 4.  
Landis township—Schools Nos. 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15,  
16, 17, 18 and 19.  
Lawrence township—School No. 1.  
Maurice River township—Schools No. 2 and 3.

**ESSEX COUNTY.**

Belleville township—Schools Nos. 1 and 3.  
Bloomfield township—Schools Nos. 1, 2, 3, 4, 5, 7 and 8.  
Caldwell borough—School No. 1.  
Caldwell township—School No. 2.  
Clinton township—School No. 3.  
East Orange—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.  
Franklin township—Schools Nos. 1, 2, 3, 4 and 5.  
Glen Ridge borough—School No. 1.  
Livingston township—Schools Nos. 2 and 4.  
Montclair—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 9.  
Newark—Elliott Street, Elizabeth Avenue, Hawthorne Avenue, Central Avenue, Arlington Avenue, South Eighth Street, Oliver Street, Walnut Street, Ridge Street, South Tenth street, and Seventh Avenue Schools.  
Orange—Schools Nos. 1, 2, 3, 5 and 6.  
South Orange township—Schools Nos. 1 and 2.  
Vailsburgh borough—School No. 1.  
Verona—Schools Nos. 1 and 2.  
West Orange township—Schools Nos. 1, 2, 3, 4, 5 and 7.

## SCHOOL REPORT.

## GLOUCESTER COUNTY.

Deptford township—School No. 1.  
East Greenwich township—School No. 2.  
Franklin township—School No. 7.  
Greenwich—School No. 1.  
West Deptford township—School No. 2.  
Woodbury City—School No. 4.

## HUDSON COUNTY.

Bayonne—Schools Nos. 1, 2, 3, 4, 6 and 7.  
East Newark—School No. 1.  
Hoboken—School No. 2 and High School.  
Jersey City—Schools Nos. 6, 7, 10, 11, 12, 13, 15, 17, 18, 22, 23, 24, 25, 28.  
Kearny—Schools Nos. 2, 5 and 6.  
Weehawken township—Schools Nos. 1 and 3.  
West Hoboken—Schools Nos. 1, 2, 3 and 4.

## HUNTERDON COUNTY.

Bethlehem township—School No. 1.  
Clinton borough—School No. 1.  
Clinton township—Schools Nos. 1, 2 and 3.  
Delaware township—Schools No. 5 and 9.  
East Amwell—School No. 4.  
Frenchtown borough—School No. 1.  
Holland township—Schools Nos. 1 and 2.  
Kingwood township—Schools Nos. 2, 3 and 7.  
Lambertville City—School No. 1.  
Junction borough—School No. 1.  
Raritan township—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11.  
Readington township—Schools Nos. 2, 7 and 9.  
Tewkesbury township—Schools Nos. 1 and 3.  
West Amwell—School No. 4.

## MERCER COUNTY.

East Windsor township—School No. 1.  
Ewing township—Schools Nos. 1, 2 and 4.  
Hamilton township—Schools Nos. 3, 4 and 6.  
Hopewell township—Schools Nos. 2, 3, 8, 9, 10 and 13.  
Lawrence township—Schools Nos. 1 and 3.  
Princeton borough—Schools Nos. 1 and 2.  
Princeton township—Schools Nos. 1, 2 and 3.  
Trenton—Schools Nos. 1, 5, 6, 7, 9, 10, 11, 13, 15, 17, 18, 19,  
21, 22, 23, 24, 25 and High.

Washington township—Schools Nos. 2, 3 and 4.  
West Windsor township—Schools Nos. 3 and 4.

**MIDDLESEX COUNTY.**

Dunellen borough—Schools Nos. 1 and 2.  
East Brunswick township—Schools Nos. 3 and 7.  
Helmetta borough—School No. 1.  
Jamesburg borough—School No. 1.  
Madison township—Schools Nos. 1, 2 and 4.  
Milltown borough—Schools Nos. 1 and 2.  
Monroe township—School No. 5.  
North Brunswick—School No. 2.  
Perth Amboy—School No. 1.  
Raritan township—School No. 7.  
South Amboy—Schools Nos. 1 and 2.  
South Brunswick township—Schools Nos. 2, 4, 6, 8 and 11.  
Woodbridge township—Schools Nos. 2, 9 and 10.

**MONMOUTH COUNTY.**

Atlantic township—Schools Nos. 1 and 5.  
Asbury Park—Schools Nos. 1 and 2.  
Atlantic Highlands borough—School No. 1.  
Eatontown township—Schools Nos. 1 and 2.  
Holmdel township—School No. 4.  
Howell township—School No. 4.  
Long Branch—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, Grammar and High.  
Middletown—Schools Nos. 4, 5, 7, 13, 14 and 15.  
Neptune township—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.  
Neptune City—School No. 1.  
Raritan township—School No. 2.  
Red Bank town—Schools Nos. 1, 2, 3 and 4.  
Keyport town—Graded School.  
Shrewsbury township—Schools Nos. 1, 2, 3, 4, 5 and 8.  
Spring Lake borough—School No. 1.

**MORRIS COUNTY.**

Chatham township—Schools No. 1 and 2.  
Dover—Schools Nos. 1, 2 and 3.  
Hanover township—School No. 5.  
Mendham township—School No. 1.  
Morris—School No. 4.  
Mt. Arlington borough—School No. 1.  
Passaic township—Schools Nos. 1, 2, 5 and 6.



Pequannock township—Schools Nos. 1, 4 and 6.  
Rockaway township—Schools Nos. 1, 2 and 10.  
Roxbury township—School No. 3.  
Washington township—Schools Nos. 1 and 7.  
Wharton borough—School No. 1.

## OCEAN COUNTY.

Beach Haven borough—School No. 1.  
Brick township—School No. 3.  
Island Heights borough—School No. 1.  
Lakewood township—Schools Nos. 1, 2, 3 and 4.  
Long Beach City—School No. 1.  
Plumstead township—Schools Nos. 1 and 3.  
Sea Side Park—School No. 1.  
Union township—School No. 1.

## PASSAIC COUNTY.

Acquackanonk township—Schools Nos. 2, 3, 4, 5, 6, 7 and 8.  
Passaic City—Schools Nos. 2, 3, 5 and 6.  
Paterson City—Schools Nos. 3, 5, 9, 10, 12, 13, 14, 17 and 20.  
Pompton township—Schools Nos. 2 and 6.  
Totowa borough—School No. 1.  
Wayne township—Schools Nos. 2, 3, 4, 5 and 6.

## SALEM COUNTY.

Elmer borough—School No. 1.  
Elsinboro township—School No. 1.  
Mannington—School No. 9.  
Pilesgrove—School No. 2.  
Pittsgrove township—School No. 4.  
Salem City—Capner and Acton.  
Upper Pittsgrove township—Schools Nos. 1, 2, 3 and 8.

## SOMERSET COUNTY.

Bedminster township—Schools Nos. 1, 7 and 9.  
Bernards township—Schools Nos. 3, 4, 6 and 8.  
Franklin township—Schools Nos. 3 and 11.  
Hillsborough township—Schools Nos. 1, 3, 7, 8 and 9.  
Montgomery township—Schools Nos. 1 and 2.  
North Plainfield borough—Schools Nos. 1, 2, 3 and 4.  
North Plainfield township—School No. 1.

Somerville—Schools Nos. 1, 2 and 3.  
South Bound Brook—School No. 1.

SUSSEX COUNTY.

Andover township—School No. 1.  
Sussex borough—School No. 1.  
Green township—School No. 3.  
Hardyston township—School No. 8.  
Lafayette—School No. 1.  
Newton—School No. 1.  
Sparta township—Schools Nos. 3, 4 and 5.  
Vernon township—School No. 8.

UNION COUNTY.

Cranford—School No. 4.  
Elizabeth—Schools Nos. 2, 4, 7 and Batten High.  
Plainfield—Stillman, Bryant, Irving and Franklin Schools.  
Rahway—Lincoln, Franklin and Columbia Schools.  
Roselle—Schools Nos. 1 and 2.  
Roselle Park—Schools Nos. 1 and 2.  
Springfield township—School No. 1.  
Union township—Unionville School.

WARREN COUNTY.

Allamuchy township—School No. 1.  
Franklin township—Schools Nos. 1, 2, 3, 4 and 6.  
Hackettstown—School No. 1.  
Independence township—Schools Nos. 2 and 3.  
Knowlton—Schools Nos. 2 and 7.  
Lopatcong township—School No. 1.  
Hope township—Schools Nos. 1, 2 and 6.  
Oxford township—Schools Nos. 3, 6 and 8.  
Pohatcong—School No. 6.  
Washington borough—School No. 1.  
Washington township—Schools Nos. 1 and 5.

TABLE XXIX.

**Apportionment of School Moneys for the School Year Beginning  
July 1st, 1902.**

Amount of State School Tax .....	\$1,641,673 50
Amount of State School Fund Appropriation.....	200,000 00
Amount of State Appropriation.....	\$83,978 04

COUNTIES	Apportionment from \$200,000 Ap- propriation from State School Fund	Apportionment from Appropriation of \$83,978.04 from State Fund	Amount Apportioned to Counties, being 50 per cent of State School Tax.	Amount Apportioned out of the 10 per cent Reserve Fund by the State Board of Education.	Total Amount Appropriated from State School Tax.	Total Amount Appropriated by the State.
Atlantic .....	\$4,876 06	\$25,322 92	\$43,181 16	\$4,795 69	\$47,966 85	\$78,455 83
Bergen .....	9,913 33	40,651 27	67,945 71	7,549 52	75,495 23	125,059 89
Burlington .....	5,097 83	21,346 68	35,679 45	3,964 39	39,643 83	56,088 14
Camden .....	10,573 07	39,563 76	64,456 56	7,161 84	71,618 40	120,855 23
Cape May .....	1,400 58	7,834 75	13,095 22	1,455 03	14,550 25	23,786 68
Cumberland .....	6,882 06	16,442 89	27,462 27	6,053 59	33,515 86	55,980 26
Essex .....	\$9,005 01	213,828 11	357,395 06	23,860 56	\$31,255 84	\$44,086 76
Gloucester .....	2,392 55	12,969 89	23,343 11	2,596 12	25,939 23	43,363 47
Hudson .....	40,970 20	168,443 59	278,198 74	20,910 97	309,109 71	516,523 80
Hunterdon .....	3,429 67	17,047 41	28,493 52	3,165 95	31,659 47	52,136 56
Mercer .....	8,774 30	45,587 36	76,196 01	8,186 22	84,382 23	138,723 89
Middlesex .....	7,715 82	27,550 59	46,048 84	6,116 54	51,165 38	88,421 59
Monmouth .....	9,168 14	47,524 35	79,433 57	8,675 95	88,109 52	144,522 01
Morris .....	6,566 28	27,232 99	45,517 99	5,057 56	50,575 55	84,374 83
Ocean .....	2,282 24	8,538 00	14,270 66	4,895 63	19,156 29	29,976 53
Passaic .....	17,449 72	64,385 80	107,616 27	11,957 36	119,573 63	201,409 15
Salem .....	2,873 58	13,345 45	22,372 82	2,485 87	24,858 69	41,117 72
Somerset .....	3,259 22	16,083 90	30,225 95	3,053 44	33,279 39	54,537 51
Sussex .....	2,800 37	11,235 13	18,778 72	1,384 52	21,163 24	35,200 74
Union .....	10,089 94	41,171 33	68,814 93	7,646 10	76,461 03	127,732 29
Warren .....	4,550 49	17,314 28	28,939 57	3,215 51	32,155 08	54,019 35
<b>Total .....</b>	<b>\$200,000 00</b>	<b>\$83,978 04</b>	<b>\$1,477,508 15</b>	<b>\$164,167 35</b>	<b>\$1,641,673 50</b>	<b>\$1,725,651 54</b>

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# **Total Attendance Statistics**

**For the Year 1901-1902.**

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TABLE XXX.  
Total Attendance for State.

TOWNSHIP OF	Actual Attendance. (Day School)	Night School.	Allowance	Quarantine	Total Attendance.	Absence
Attleboro	1,030,813	1,202	6,223	531	1,038,769	129,473
Barnstable	2,104,483	.....	25,099	1,523	2,131,084	214,777½
Berkshire	1,040,853	1,273½	9,200½	97	1,051,424	140,408
Beverly	3,106,019½	.....	109,483	783	3,216,285½	258,287
May	207,132½	.....	4,924	30	312,083½	47,101
Beverly	1,185,380½	1,672	3,017½	.....	1,190,270	147,204
Beverly	8,290,149½	92,135	8,458	9,600½	8,464,113	840,538
Beverly	704,858½	2,911	5,244½	.....	712,914	94,874½
Beverly	8,451,298½	49,723½	8,052½	60,857	8,609,431½	652,215
Beverly	680,063	.....	7,131	7	687,201	86,469½
Beverly	1,846,034½	35,714½	16,379	4,265	1,902,393	232,998
Beverly	1,640,086½	4,238	12,681½	995½	1,657,913½	141,294½
Beverly	1,888,299	.....	5,385	1,482	1,895,140	219,197
Beverly	1,838,029	487	12,389½	271	1,852,176½	141,392
Beverly	470,436	.....	92½	.....	470,528½	64,212½
Beverly	2,564,691	107,239	16,098½	3,823	2,696,480½	355,165½
Beverly	587,742½	2,612	1,004½	.....	591,359	69,061
Beverly	680,253	3,616	940	25	684,834	83,249½
Beverly	552,783	.....	6,867½	86	559,730½	70,516½
Beverly	2,046,019½	.....	4,424	12,704	2,063,147½	152,646½
Beverly	882,916	.....	23,833	962	907,711	89,606
Total	41,446,748	302,923½	267,828	96,906	42,134,395½	4,228,673½

## SCHOOL REPORT.

TABLE XXX.—Continued.  
Atlantic County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance.	Quarantine	Total Attendance.	Absence
Absecon .....	11,300	.....	.....	.....	11,300	1,463
Atlantic City.....	694,495	.....	.....	.....	694,495	87,245
Brigantine .....	1,434½	.....	32	.....	1,466½	236
Buena Vista.....	38,203½	.....	725	.....	38,928½	5,224
Egg Harbor City.....	50,194½	.....	563½	.....	50,758	4,719½
Egg Harbor Township.....	29,309	.....	897	.....	40,006	5,793
Galloway .....	51,534	.....	746	.....	52,280	7,143½
Hamilton .....	32,087½	509½	2,539½	15	36,201½	4,133
Hammononton .....	93,023½	682½	150	30	93,903	15,635
Linwood .....	14,487	.....	258	310	15,063	1,892
Longport .....	2,029½	.....	24	74	2,127½	339
Mullica .....	16,163½	.....	371	.....	16,534½	2,640
Pleasantville .....	48,929½	.....	.....	102	49,031½	7,499
Somers Point.....	7,235½	.....	.....	.....	7,235½	914
South Atlantic City.....	2,116	.....	29	.....	2,155	263½
Weymouth .....	18,214½	.....	.....	.....	18,214½	3,304½
Total .....	1,020,818	1,303	6,223	531	1,028,799	129,473

# REPORT OF SUPERINTENDENT.

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## TABLE XXX—Continued. Bergen County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence
Allendale .....	15,988½				15,988½	1,630½
Bergenfield .....	20,789½				20,789½	2,345
Bogota .....	8,977				8,977	882
Carlstadt .....	74,060½			721½	74,772	6,662½
Cliffside Park .....	28,194		3,806		29,000	2,990
Cresskill .....	10,629½		912		11,541½	1,228½
Delford .....	21,238½			13½	21,250	2,515
Dumont .....	23,049½				23,049½	2,149½
East Rutherford .....	76,323			106	76,323	5,332½
Edgewater .....	13,030½				13,030½	1,655½
Englewood City .....	126,529		1,277½		127,806½	11,901½
Englewood Special .....	1,405				1,405	100
Englewood Township .....						
Fairview .....	27,918				27,918	2,624
Fort Lee .....	41,240½				41,240½	3,759½
Franklin .....	30,208				30,208	6,822
Garfield .....	114,870		685		115,435	9,599
Glen Rock .....	14,675		76		14,651	1,900½
Harrington .....	88,732		717		89,449	8,714½
Hastbrouck Heights .....	44,698				44,698	3,968
Hilldale .....	21,512½				21,512½	2,687
Hoboken .....	69,689½				69,689½	6,700½
Leonia .....	17,828½				17,828½	1,973½
Little Ferry .....	38,130½		3,526	34	41,690½	6,037½
Lodi Borough .....	68,444				68,444	4,906½
Lodi Township .....	24,186		613½		24,799½	3,798
Maywood .....	13,050½		720		13,770½	1,314
Midland .....	14,201½		516		14,717½	2,368
Midland Park .....	36,512½		3,328	238	38,078½	4,987½
Montvale .....	7,665½				7,665½	1,632
New Barbadoes .....	269,716½		2,991		272,727½	23,610½
North Arlington .....	5,161½		32		5,193½	623
Old Tappan .....	4,918				4,918	1,090
Orril .....	38,488				38,488	3,656
Overpeck .....	74,771½			804	74,975½	7,796
Pallades .....	23,793½				23,793½	2,149½
Pallades Park .....	16,152		757	68	16,977	1,310
Park Ridge .....	21,458½				21,458½	2,429½
Ridgefield Borough .....	16,183				16,183	1,660½
Ridgefield Township .....	35,506		79	14	35,599	2,408
Ridgewood .....	75,200			102	75,302	7,679
Riverside .....	14,337½		651		15,188½	1,153½
Rutherford .....	143,251				143,251	9,778
Saddle River Borough .....	8,772½				8,772½	806½
Saddle River Township .....	48,651½		2,283½		50,935	3,063½
Tenack .....	16,645½				16,645	2,092
Tenafly .....	33,412				33,412	3,413½
Union .....	51,343½		200		51,543½	6,255½
Upper Saddle River .....	5,905½		58		5,963½	1,119½
Washington .....	56,129		1,484½		57,613½	7,313½
Washington .....	13,782		289	35	14,070	2,634
Westwood .....	27,420		892		28,312	3,054½
Woodcliff .....	8,511½		110		8,721½	1,104½
Woodridge .....	19,265½				19,265½	1,504½
Total .....	2,104,462		25,099	1,522	2,131,084	214,777½



## SCHOOL REPORT.

TABLE XXX.—Continued.  
Burlington County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School.	Allowance	Quarantine	Total Attendance	Absence.
Bass River.. . . .	17,933		279		18,212	3,476½
Beverly City....	45,511				45,511	5,090
Beverly Township .....	24,900½				24,900½	3,528
Bordentown City .....	64,873½	834			65,707½	7,907
Bordentown Township.....	3,096				3,096	487
Burlington City .....	112,692½		7,210½		120,903	12,146½
Burlington Township .....	13,828				13,828	2,073½
Chester .....	99,112				99,112	7,153½
Chesterfield .....	21,232½		76		21,314½	4,824½
Cinnaminson .....	16,363		136		16,388	2,257½
Delran .....	13,730½		84		13,814½	3,562
Eastampton .....	14,051½		351		14,402½	1,591
Evesham .....	29,383½		67		29,450½	3,579
Fieldsboro .....	11,577				11,577	1,817½
Florence .....	34,555		15		34,570	6,422½
Lumberton .....	37,838		133		37,968	3,720
Mansfield .....	29,208				29,208	3,210½
Medford .....	33,620½	439½			34,060	5,517
Mount Laurel .....	25,995				25,995	1,198½
New Hanover.....	26,223½				26,223½	4,419
Northampton .....	108,438½				108,438½	11,802
Palmyra .....	59,845½			97	59,842½	6,198½
Pemberton .....	36,135½				36,135½	5,499½
Riverside .....	48,997				48,997	7,323½
Riverton .....	27,805				27,805	3,002
Shamong .....	3,868½				3,868½	1,230½
Southampton .....	26,579				26,579	6,427
Springfield .....	25,829½		187		26,076½	4,382½
Tabernacle .....	5,791½				5,791½	2,068½
Washington .....	11,157½				11,157½	2,291½
Weatampton .....	2,548½				2,548½	432½
Willingboro .....	9,317½		48		9,385½	1,421½
Woodland .....	9,555		624		6,579	1,182½
Total .....	1,040,853	1,273½	9,200½	97	1,051,424	140,408

TABLE XXX.—Continued.  
Camden County.

TOWNSHIP OF	Actual Attendance. (Day School)	Night School.	Allowance.	Quarantine	Total Attendance.	Absence.
Camden City.....	1,504,920		101,966	763	1,607,639	166,789½
Centre .....	40,843		318		40,661	8,672½
Chesilhurst .....	4,610½				4,610½	829½
Delaware .....	21,278		21		21,399	3,110
Gloucester City. ....	108,782½			30	108,812½	17,514
Gloucester Township.....	67,766½		997		68,762½	11,878½
Haddon .....	81,751		2,244		83,995	13,509
Haddonfield .....	68,354				68,354	6,321
Merchantville .....	40,011		1,332		41,402	3,392½
Pensauken .....	59,639½		1,112		60,751½	8,538½
Voorhees .....	14,853½		329		15,182½	2,371
Waterford .....	53,277		761		54,038	8,621
Winslow .....	40,334		343		40,677	7,942
Totals .....	2,106,019½		109,483	763	2,216,265½	268,287

# SCHOOL REPORT.

TABLE XXX.—Continued.

Cape May County.

TOWNSHIP OF	Actual Attendance, (Day School).	Night School.	Allowance	Quarantine.	Total Attendance.	Absence
Angelsea .....	4,163	.....	.....	.....	4,163	777½
Avalon .....	1,578½	.....	17½	.....	1,596	843½
Cape May City.....	52,710	.....	.....	.....	52,710	6,743½
Dennis .....	82,547	.....	909½	.....	83,456½	14,753
Holly Beach.....	11,602½	.....	57½	20	11,680	1,980
Lower .....	19,681	.....	231	.....	19,912	4,890½
Middle .....	44,841½	.....	2,867½	.....	47,709	6,398½
Ocean City .....	31,470	.....	191	.....	31,661	2,298½
Sea Isle City.....	9,259½	.....	50	.....	9,309½	1,203½
Upper .....	25,132½	.....	574	.....	25,706½	4,023
West Cape May.....	19,546½	.....	.....	.....	19,546½	2,284
Wildwood .....	4,607½	.....	28	.....	4,635½	890½
Totals .....	307,128½	.....	4,924	20	312,083½	67,161

TABLE XXX.—Continued.  
Cumberland County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Bridgeton .....	214,819	.....	.....	.....	214,819	24,032
Commercial .....	71,675½	.....	27	.....	71,702½	2,914
Deerfield .....	69,322	.....	.....	.....	69,322	12,300½
Downe .....	37,491½	.....	2,686	.....	40,177½	7,970½
Fairfield .....	33,707½	.....	.....	.....	33,707½	4,242
Greenwich .....	28,148½	.....	.....	.....	28,148½	4,325
Hopewell .....	41,544	.....	.....	.....	41,544	6,847½
Landis .....	219,811½	1,241	.....	.....	220,172½	24,261
Lawrence .....	35,236	.....	104½	.....	35,340½	3,222½
Maurice River .....	41,863	.....	.....	.....	41,863	9,263
Millville .....	290,824	511	.....	.....	291,335	27,299½
Stow Creek.....	14,123	.....	.....	.....	14,123	3,067½
Totals .....	1,185,890½	1,672	2,017½	.....	1,190,279	147,204

TABLE XXX.—Continued.  
Essex County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance	Quarantine	Total Attendance.	Absence.
Belleville .....	123,437				123,437	15,438
Bloomfield ..	258,598½	4,162½	1,703	2,814	266,778	22,812
Caldwell Borough ..	47,343				47,343	2,360
Caldwell Township ..	17,558		270		17,828	2,390½
East Orange ..	576,486			3,900	579,386	43,272
Glen Ridge ..	46,106		762	300½	47,168½	4,087½
Irvington ..	163,542½			964	164,496½	15,836
Livingston ..	22,561½		564		23,125½	4,229
Millburn ..	56,870		99		56,969	5,128
Montclair ..	394,808	1,325		873½	397,015½	23,841½
Newark ..	5,652,824½	86,637½	3,240½		5,742,702½	610,802
Nutley ..	87,533½		1,100	46	88,779½	9,720
Orange ..	474,801			1,701½	476,502½	41,878½
South Orange ..	111,485		240	296	112,020	7,998½
Vallaburgh ..	82,589			211	82,800	6,523½
Verona ..	45,409		479½	6	45,894½	4,972
West Orange ..	171,567				171,567	15,568
Totals ..	8,290,149½	92,125	8,468	9,600½	8,454,113	840,532

## REPORT OF SUPERINTENDENT.

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TABLE XXX.—Continued.  
Gloucester County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance	Quarantine.	Total Attendance	Absentee.
Clayton .....	46,818	576½	54	..	47,546½	6,843½
Deptford .....	48,037	..	80	..	48,087	7,436½
East Greenwich...	19,027	..	..	..	19,027	1,917
Elk .....	15,557	..	272	..	15,829	2,049
Franklin .....	43,219	..	444	..	43,663	7,516½
Glassboro .....	60,747	777½	..	..	61,524½	7,636
Greenwich .....	51,780	..	..	..	51,780	7,555½
Harrison .....	42,366½	..	146	..	42,511½	5,020½
Logan .....	27,088½	..	105	..	27,193½	3,678
Mantua .....	42,287	..	1,875½	..	44,162½	4,838
Monroe .....	55,995	350½	23½	..	56,368	9,357½
South Harrison...	17,747	..	62	..	17,809	2,062
Washington .....	23,955	..	..	..	23,955	3,723½
Wenonah .....	18,175	..	107	..	18,282	1,471
West Deptford...	35,843½	..	218	..	36,061½	6,719½
Woodbury .....	110,549½	536½	350½	..	111,436½	11,607
Woolwich .....	46,665½	480	1,530	..	47,675½	6,099½
Totals .....	704,858½	2,811	5,344½	..	712,914	94,874½

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# SCHOOL REPORT.

TABLE XXX.—Continued.  
Hudson County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance.	Quarantine	Total Attendance	Absence
Bayonne .. . . .	706,731½	4,786	.....	2,376	713,792½	123,307
East Newark .. . . .	56,125½	3,110½	.....	.....	59,236	5,301½
Guttenberg .. . . .	121,067	.....	.....	.....	121,067	11,906
Harrison .. . . .	125,255½	6,143	358	.....	131,756½	15,606½
Hoboken .. . . .	1,360,845½	5,633½	.....	7,015½	1,373,539½	93,100
Jersey City .. . . .	4,153,634½	28,193	3,234½	46,997½	4,229,058½	262,257
Kearny .. . . .	280,892½	3,354½	1,890½	52	286,689½	23,055½
North Bergen .. . . .	230,742	.....	2,184½	.....	232,926½	19,324½
Secaucus .. . . .	45,186	.....	.....	.....	45,186	4,875½
Town of Union.....	443,735½	.....	.....	.....	443,735½	24,942
Weehawken .. . . .	132,157½	.....	745	.....	132,902½	3,502½
West Hoboken .. . . .	642,873	.....	40	5,016	647,935	52,304½
West New York.....	152,976½	.....	.....	.....	152,976½	16,062½
Totals .. . . .	8,451,298½	43,723½	3,052½	60,257	8,548,431½	662,215

## REPORT OF SUPERINTENDENT.

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TABLE XXX.—Continued.  
Hunterdon County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance.	Quarantine	Total Attendance	Absence
Alexandria .....	18,627				18,627	2,858
Bethlehem .....	31,932½		118		32,047½	4,344½
Clinton .....	21,968½				21,968½	1,832
Clinton Township .....	38,830½				38,830½	5,112½
Delaware .....	36,488		12½		36,510½	5,442
East Amwell .....	12,736		873		13,409	1,983
Franklin .....	12,324½		152		12,517½	2,234
Frenchtown .....	25,722½		276		25,998½	2,187
High Bridge .....	22,061½		1,110		24,181½	3,508½
Holland .....	28,084½				28,084½	4,248
Junction .....	22,511		1,506		25,017	2,250
Kingwood .....	17,282½		30		17,322½	2,821½
Lambertville .....	98,832½				98,832½	9,721
Lebanon .....	56,426		591		57,017	9,389
Maritan .....	93,068½		139½	7	93,203	9,930
Readington .....	48,511		1,489		51,000	7,155½
Stockton .....	18,208				18,208	2,127½
Tewksbury .....	26,276		915		26,290	2,468
Union .....	20,240½				20,240½	3,576½
West Amwell .....	10,726½		91		10,817½	1,790
Totals .....	680,043		7,181	7	687,201	86,469½



SCHOOL REPORT.

TABLE XXX.—Continued.  
Mercer County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance	Quarantine	Total Attendance	Absence
East Windsor .....	60,878	.....	.....	.....	60,878	5,572½
Ewing .....	25,859	.....	.....	.....	25,859	3,365½
Hamilton .....	72,523	706	.....	.....	74,228	14,962½
Hopewell .....	95,448	.....	.....	.....	95,448	14,325½
Lawrence .....	27,961½	.....	.....	.....	27,961½	3,514
Princeton Borough .....	61,313½	50½	10,499	.....	71,863	6,663
Princeton Township T. ....	13,519½	.....	.....	.....	13,519½	2,649
Trenton .....	1,446,966½	34,969	6,635	4,265	1,491,836½	172,755½
Washington .....	23,676½	.....	195	.....	23,870½	5,366½
West Windsor .....	16,870	.....	.....	.....	16,870	3,441
Totals .....	1,846,034½	35,714½	16,879	4,265	1,902,393	232,806

# REPORT OF SUPERINTENDENT.

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TABLE XXX.—Continued.  
Middlesex County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School.	Allowance	Quarantine.	Total Attendance.	Teachers.
Cranbury .....	34,794				34,794	4,773
Dunellen .....	39,645½		345	38	40,028½	2,197½
East Brunswick .....	58,083½		464	28	58,575½	6,490½
Helmetsa .....	17,575½				17,575½	1,662½
Jamesburg .....	26,079½				26,079½	4,375
Madison .....	25,041½		525		25,566½	4,036
Milltown .....	17,535				17,535	1,012½
Monroe .....	19,490				19,490	2,916½
New Brunswick .....	391,517	3,903½			395,420½	19,447½
North Brunswick .....	11,352				11,352	1,302½
Perth Amboy .....	458,024			901½	458,925½	37,044½
Piscataway .....	55,570½		617		56,187½	5,798½
Raritan .....	92,535		271		92,806	9,899
Sayreville .....	38,748		4,950½		43,698½	4,352½
Somerville .....	38,748		4,950½		43,698½	4,352½
South Amboy .....	86,551½	244½	961		87,757	7,506½
South Brunswick .....	51,979½		349½	13	52,342	8,601½
South River .....	50,354½		4,098½		54,453	4,061
Woodbridge .....	158,332				158,332	13,924½
Totals .....	1,640,088½	4,228	12,581½	996½	1,657,913½	141,234½

## SCHOOL REPORT.

TABLE XXX.—Continued.  
Monmouth County.

TOWNSHIP OF	Actual Attendance. (Day School)	Night School.	Allowance.	Quarantine	Total Attendance.	Absence.
Asbury Park .....	88,817	.....	.....	.....	88,817	7,434½
Atlantic .....	22,720½	.....	.....	.....	22,720½	3,806½
Atlantic Highlands .....	42,213	.....	.....	.....	42,213	4,968
Belmar .....	27,155½	.....	.....	.....	27,155½	2,169½
Eatontown .....	45,078	.....	.....	.....	45,078	5,997½
Freehold .....	86,425	.....	.....	.....	86,425	7,865
Freehold Township .....	26,184½	.....	347	.....	26,531½	4,022
Holmdel .....	20,743½	.....	.....	.....	20,743½	3,060
Howell .....	58,477½	.....	227	.....	58,704½	9,304½
Keyport .....	87,259	.....	.....	.....	87,259	16,809
Long Branch .....	366,702	.....	.....	149	366,851	26,236
Manalapan .....	32,921	.....	.....	.....	32,921	5,262½
Manasquan .....	53,798	.....	885	.....	54,683	3,657½
Marlboro .....	29,597	.....	.....	.....	29,597	5,271
Matawan .....	53,627½	.....	.....	.....	53,627½	11,378½
Middletown .....	118,781	.....	.....	.....	118,781	19,730½
Millstone .....	34,439½	.....	1,043½	.....	35,483	5,918
Neptune City .....	18,696	.....	584	.....	19,280	1,840
Neptune Township .....	272,459	.....	1,494½	1,813	275,266½	23,581½
Ocean .....	22,744	.....	.....	.....	22,744	2,768½
Raritan .....	28,583	.....	.....	.....	28,583	4,466½
Red Bank .....	120,024	.....	636½	.....	120,660½	11,091½
Shrewsbury .....	92,339½	.....	187½	.....	92,527	11,340
Spring Lake .....	7,927	.....	.....	.....	7,927	459½
Upper Freehold .....	52,051	.....	.....	.....	52,051	8,487
Wall .....	78,227	.....	.....	.....	78,227	12,144
<b>Totals</b> .....	<b>1,885,299</b>	.....	<b>5,885</b>	<b>1,462</b>	<b>1,895,146</b>	<b>219,197</b>

# REPORT OF SUPERINTENDENT.

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TABLE XXX.—Continued.  
Morris County.

TOWNSHIP OF	Actual Attendance, (Day School)	Night School	Allowance	Quarantine	Total Attendance	Absence
Boonton	93,415				93,415	6,481
Boonton Township	6,840½				6,840½	1,204
Butler	31,459½				31,459½	5,250
Chatham	55,242½		1,303		56,545½	5,772½
Chester	33,558				33,558	4,178½
Dover	191,997½			271	192,268½	11,139
Hanover	51,796		1,953½		53,749½	9,061
Jefferson	31,710½				31,710½	4,110½
Madison	64,701				64,701	5,340
Mendham	32,585½		454		33,039½	5,279
Montville	33,044				33,044	4,481
Morris	19,320		237½		19,557½	3,302½
Morristown	221,534		108½		221,642½	12,938½
Mt. Arlington	6,184				6,184	430½
Mt. Olive	24,527½		1,823		26,350½	3,653
Netcong	27,643		6,025½		32,668½	3,632½
Passaic	37,353½	487	601½		38,442	8,961½
Pequanock	29,332½		741		30,074½	5,270
Randolph	45,995½				45,995½	7,959½
Rockaway	48,301½				48,301½	2,430½
Rockaway Township	102,061		96		102,147	11,228½
Roxbury	58,028		542		58,570	7,823½
Washington	44,137		709		44,846	6,557½
Wharton	48,271½				48,271½	2,912½
Totals	1,338,029	487	12,389½	271	1,352,176½	141,899

SCHOOL REPORT.

TABLE XXX.—Continued.  
Ocean County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Attendance	Quarantine	Total Attendance	Absence
Bay Head . . .	5,900½				5,900½	605½
Beach Haven . . .	8,280½				8,280½	948½
Berkeley . . . . .	11,257½				11,257½	2,231½
Brick . . . . .	45,824				45,824	7,702
Dover . . . . .	62,798½		27½		62,824	7,781
Eagleswood . . .	10,696½				10,696½	1,909½
Island Heights . .	8,632½				8,632½	676½
Jackson . . . . .	35,762½				35,762½	5,921½
Lacey . . . . .	11,563½				11,563½	1,528
Lakewood . . . . .	92,476½				92,476½	10,136
Little Egg Harbor..	46,792½				46,792½	6,049½
Long Beach . . . .	2,026½		66		2,090½	235½
Manchester . . . .	20,191				20,191	3,154½
Ocean . . . . .	8,809				8,809	1,018
Plumstead . . . .	22,038½				22,038½	3,620
Point Pleasant . .	20,528				20,528	3,696½
Seaside Park . . .	1,866½				1,866½	446½
Stafford . . . . .	29,279				29,279	2,839
Surf City . . . . .	455				455	28
Union . . . . .	25,280½				25,280½	2,662½
<b>Totals</b> . . . . .	<b>470,436</b>		<b>92½</b>		<b>470,528½</b>	<b>84,712½</b>

TABLE XXX.—Continued.

## Passaic County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Acquackanonk .....	146,620½	.....	.....	.....	146,620½	14,014
Hawthorne .....	57,992½	.....	.....	42	58,034½	8,627
Little Falls .....	72,142	.....	826	.....	72,968	7,061½
Manchester .....	118,120	.....	.....	.....	118,120	10,270
Passaic .....	659,231	18,696½	.....	.....	677,927½	73,793
Paterson .....	2,357,804	88,542½	11,428	3,781	2,461,555½	213,316
Pompton .....	44,292	.....	878	.....	45,170	7,268
Pompton Lakes .....	20,445½	.....	2,021½	.....	22,467	2,704½
Totowa .....	7,929½	.....	221	.....	8,150½	1,308
Wayne .....	45,156½	.....	.....	.....	45,156½	6,894½
West Milford .....	39,586½	.....	724	.....	40,310½	9,909
Totals .....	3,569,320	107,239	16,098½	3,823	3,696,480½	355,165½

TABLE XXX.—Continued.  
Salem County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance	Quarantine	Total Attendance	Absence
Alloway .....	33,176½	0	0	0	33,176½	4,735½
Elmer .....	27,912½	0	565½	0	28,478	2,071½
Elmaborn .....	9,556	0	0	0	9,556	1,341½
Lower Alloways Creek.....	24,192	0	28	0	24,220	2,023½
Lower Penna Neck.....	31,359	0	0	0	31,359	4,228
Mannington .....	22,354½	0	0	0	22,354½	4,380½
Oldmans .....	21,418	0	0	0	21,418	5,882½
Pennagrove .....	42,282½	0	0	0	42,282½	4,804½
Piles Grove .....	30,317	0	0	0	30,317	3,538
Pittagrove .....	40,541	199½	0	0	40,740½	10,241
Quinton .....	24,124½	0	0	0	24,124½	2,162
Salem .....	169,968	2,412½	411	0	172,811½	10,000
Upper Penna Neck.....	21,079½	0	0	0	21,079½	1,944½
Upper Pittagrove .....	39,210½	0	0	0	39,210½	8,523½
Woodstown .....	40,222	0	0	0	40,222	2,989½
Totals .....	587,742½	2,612	1,004½	0	591,259	89,861

# REPORT OF SUPERINTENDENT.

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TABLE XXX—Continued.  
Somerset County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance	Quarantine	Total Attendance	Absence.
Bedminster .....	49,450½	0	0	0	49,450½	7,859
Bernards .....	54,012½	0	738	0	54,810½	11,174
Bound Brook .....	57,068½	0	0	0	57,068½	6,024
Branchburg .....	19,304½	0	0	0	19,304½	3,561½
Bridgewater .....	66,425½	3,616	0	0	70,041½	7,584
East Millstone .....	5,107½	0	0	0	5,107½	777½
Franklin .....	27,661	0	72	0	27,633	4,904½
Hillsborough .....	45,601	0	70	0	45,671	6,064
Montgomery .....	28,499½	0	0	0	28,499½	3,778½
North Plainfield Borough..	153,462½	0	0	25	153,487½	10,235
North Plainfield Township .	10,013	0	0	0	10,013	1,317½
Somerville .....	122,483½	0	0	0	122,483½	10,706½
South Bound Brook.....	23,768½	0	0	0	23,768½	2,688
Warren .....	17,585	0	0	0	17,585	4,685½
Totals .....	694,253	3,616	946	25	694,834	82,249½



SCHOOL REPORT.

TABLE XXX.—Continued.  
Sussex County.

TOWNSHIP OF	Actual Attendance. (Day School)	Night School	Allowance	Quarantine	Total Attendance.	Allowance.
Andover	23,035½	0	1,110½	88	24,212	3,359
Byram	31,773½	0	4,934	0	36,708½	5,010
Frankford	29,694½	0	0	0	29,694½	3,594
Green	13,056½	0	823	0	13,879½	2,309½
Hampton	13,681½	0	0	0	13,681½	1,659
Hardyston	83,506½	0	0	0	83,506½	9,359
Lafayette	15,430½	0	0	0	15,430½	2,483
Montague	10,358	0	0	0	10,358½	1,907½
Newton	103,778½	0	0	0	103,778½	10,691
Sandyston	22,488	0	0	0	22,488	3,141½
Sparta	44,174	0	0	0	44,174	6,294½
Stillwater	29,967½	0	0	14	29,971½	2,924½
Sussex	39,426½	0	0	0	39,426½	3,767½
Vernon	28,421½	0	0	0	28,421½	5,362½
Walpack	5,914½	0	0	0	5,914½	909½
Wantage	48,089½	0	0	0	48,089½	6,843½
Totals	552,782	0	6,967½	80	559,730½	70,515½

# REPORT OF SUPERINTENDENT.

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TABLE XXX—Continued.  
Union County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School	Allowance	Quarantine	Total Attendance	Absence
Clark .....	4,308 $\frac{1}{2}$	0	0	0	4,308 $\frac{1}{2}$	833
Cranford .....	83,099	0	0	0	83,099	6,450
Elizabeth .....	967,197	0	0	11,919 $\frac{1}{2}$	969,116 $\frac{1}{2}$	56,867 $\frac{1}{2}$
Fanwood .....	35,071 $\frac{1}{2}$	0	0	0	35,071 $\frac{1}{2}$	3,421 $\frac{1}{2}$
Linden .....	24,231 $\frac{1}{2}$	0	0	0	24,231 $\frac{1}{2}$	2,541
New Providence .....	22,996	0	0	0	22,996	2,298 $\frac{1}{2}$
Plainfield .....	342,151 $\frac{1}{2}$	0	0	0	342,151 $\frac{1}{2}$	30,042 $\frac{1}{2}$
Rahway .....	187,285 $\frac{1}{2}$	0	1,629	0	188,914 $\frac{1}{2}$	15,624 $\frac{1}{2}$
Roselle .....	46,520 $\frac{1}{2}$	0	164 $\frac{1}{2}$	0	46,685	3,744
Roselle Park .....	44,917 $\frac{1}{2}$	0	556	586	46,059 $\frac{1}{2}$	4,847 $\frac{1}{2}$
Springfield .....	31,137 $\frac{1}{2}$	0	881	0	32,018 $\frac{1}{2}$	3,300
Summit .....	90,166 $\frac{1}{2}$	0	0	108 $\frac{1}{2}$	90,265	7,964 $\frac{1}{2}$
Union .....	47,065 $\frac{1}{2}$	0	1,193 $\frac{1}{2}$	0	48,259	6,687 $\frac{1}{2}$
Westfield .....	129,876 $\frac{1}{2}$	0	0	0	129,876 $\frac{1}{2}$	9,896 $\frac{1}{2}$
<b>Totals</b> .....	<b>2,046,018<math>\frac{1}{2}</math></b>	<b>0</b>	<b>4,424</b>	<b>12,704</b>	<b>2,063,147<math>\frac{1}{2}</math></b>	<b>152,546<math>\frac{1}{2}</math></b>

## SCHOOL REPORT.

TABLE XXX.—Continued.

Warren County.

TOWNSHIP OF	Actual Attendance (Day School)	Night School.	Allowance	Quarantine	Total Attendance.	Absence
Allamuchy . . . . .	10,965	0	1,330	36	12,425	1,341½
Belvidere . . . . .	45,845	0	257	0	46,102	3,221
Blairtown . . . . .	25,407½	0	296	0	25,703½	3,141
Franklin . . . . .	25,468½	0	1,095	0	26,563½	3,226
Frelinghuysen . . . . .	17,841½	0	750	0	18,591½	1,626½
Greenwich . . . . .	21,121	0	0	0	21,121	3,515
Hackettstown . . . . .	53,275½	0	12,403	5	65,683½	2,526
Hardwick . . . . .	2,374	0	175½	0	2,549½	554
Harmony . . . . .	20,448½	0	545	0	20,994½	2,729
Hope . . . . .	22,115½	0	370	0	22,485½	2,521½
Independence . . . . .	15,352	0	1,328	0	16,680	1,407½
Knowlton . . . . .	26,276½	0	0	0	26,276½	7,499½
Lopatcong . . . . .	41,089	0	0	0	41,089	5,257½
Mansfield . . . . .	19,486	0	1,226½	0	20,712½	3,129
Oxford . . . . .	75,059½	0	60	0	75,119½	10,433½
Pahaquarry . . . . .	4,028	0	0	0	4,028	880
Phillipsburg . . . . .	274,844	0	0	0	274,844	14,613½
Pohatcong . . . . .	42,482½	0	0	0	42,482½	5,457½
Washington Borough . . . . .	99,820	0	2,145	277	102,242	9,291
Washington Township . . . . .	22,623½	0	0	0	22,623½	3,212½
Totals . . . . .	822,916	0	23,323	362	846,601	29,606



TABLE XXXI.  
Statistics of High School.

COUNTIES.	Number of Schools Reporting Full or Partial High School Courses.	Amount Expended for Teachers' Salaries.	Amount Expended for Text Books and Supplies.	Amount Expended for Apparatus.	Amount Expended for other High School Purposes.	Total Amount Expended .	Number of Schools Holding One Session Each Day	Number of Schools Holding Two Sessions Each Day
Atlantic	3	\$9,607 50	\$650 00	\$400 00	\$1,000 00	\$11,657 50	..	3
Bergen	12	27,480 00	1,555 00	274 00	1,244 00	30,553 00	..	12
Burlington	10	12,312 00	872 50	53 80	346 50	13,584 80	..	10
Camden	5	14,225 00	3,428 96	1,348 02	2,572 79	24,574 07	2	3
Cape May	3	4,466 00	150 00	10 00	80 00	4,685 00	..	3
Cumberland	9	14,141 50	1,132 25	223 20	675 00	16,171 95	..	9
Essex	14	142,239 00	9,598 09	2,135 18	27,994 33	181,966 60	3	11
Gloucester	2	1,600 00	802 98	..	1,902 98	..	..	2
Hudson	8	62,562 38	4,618 97	371 50	11,283 82	78,836 67	1	7
Hunterdon	4	5,745 00	550 00	15 00	7,350 00	..	..	4
Mercer	4	21,506 00	1,800 00	650 00	200 00	24,156 00	1	2
Middlesex	9	22,450 00	2,255 00	907 50	516 00	26,127 50	..	9
Monmouth	15	42,513 81	3,457 26	872 28	260 00	47,103 45	1	14
Morris	10	16,650 00	1,176 00	765 00	410 00	18,990 00	1	9
Ocean	3	5,040 00	50 00	..	5,090 00	..	..	3
Passaic	7	34,080 00	3,913 72	527 23	1,124 63	39,645 58	1	6
Salem	8	5,550 00	220 00	30 00	174 00	6,974 00	1	8
Somerset	3	9,050 00	300 00	125 00	..	9,475 00	2	1
Sussex	3	3,200 00	250 00	350 00	..	3,800 00	..	3
Union	10	46,175 00	2,075 00	728 00	370 00	49,348 00	3	7
Warren	4	9,650 00	725 34	95 00	98 50	10,568 84	1	3
Totals	147	\$611,281 19	\$38,809 37	\$11,890 81	\$49,381 57	\$611,312 94	17	130

### REPORT OF SUPERINTENDENT.

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**TABLE XXXI.—Continued.**  
**Statistics of High School.**

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**TABLE XXXI.—Continued.**  
**Statistics of High School.**

COUNTIES.	Male	Total Enrollment in High Schools	Female.	Average Daily Attendance.	Number Dropped During the Year for Deficiencies.	Number of High Schools having Physical Apparatus.	Number of High Schools having Chemical Apparatus.	Number of High Schools having Libraries.	Number of Teachers in High Schools.
Atlantic . . . . .	117	189	323	5	2	1	3	12	
Bergen . . . . .	202	398	394	23	2	5	11	23	
Burlington . . . . .	139	181	303	17	2	3	9	24	
Camden . . . . .	176	310	418	11	1	2	5	26	
Cape May . . . . .	38	86	84	—	3	1	3	6	
Cumberland . . . . .	313	504	645	8	4	4	8	24	
Essex . . . . .	1,256	1,770	2,354	91	6	7	14	177	
Gloucester . . . . .	14	38	380	—	2	2	2	4	
Hudson . . . . .	572	1,121	1,141	41	6	5	3	64	
Hunterdon . . . . .	89	100	153	—	—	—	4	8	
Mercer . . . . .	107	192	557	53	1	1	4	25	
Middlesex . . . . .	295	328	868	23	7	3	9	28	
Monmouth . . . . .	429	577	746	22	8	7	15	58	
Morris . . . . .	234	320	438	19	5	3	9	29	
Ocean . . . . .	36	89	52	—	1	1	2	6	
Passaic . . . . .	349	511	725	44	1	1	2	25	
Salem . . . . .	95	180	147	15	2	2	2	12	
Somerset . . . . .	71	143	183	2	2	3	2	17	
Sussex . . . . .	53	76	109	7	1	1	2	5	
Union . . . . .	409	648	876	25	7	5	10	50	
Warren . . . . .	161	205	340	26	4	2	4	13	
Totals . . . . .	5,159	7,821	11,181	430	73	61	123	603	

TABLE XXXI.—Continued.

## Statistics of High School.

Number of Teachers Holding State Certificates.	Number of Teachers Holding County Certificates.	Number of Teachers Holding District Certificates.	Average Annual Salary of Principals.	Average Annual Salary of Assistant Teachers.	Number of Schools having Classical Course.	Number of Schools having Latin-Scientific Course.	Number of Schools having English Course.	Number of Schools having General Course.	Number of Schools having Commercial Course.	Number of Schools having Special Course.	Number of Schools on Departmental Plan.
19	2	4	\$1,250 00	\$890 70							1
18	7		1,308 33	855 71							
18	4		993 00	413 50							
9	6	13	1,127 50	704 76	1						
2			933 33	545 00	1						
9	10	5	743 33	486 23							
20	19	73	1,619 54	1,093 66	7						13
1	3		800 00	500 00							
20		27	2,075 00	943 43	2						
4	4		987 50	578 26							
13	3	10	1,245 00	793 43	1						
13	0	10	1,039 00	672 62	2						
26	13		1,145 90	745 51	2						
15	9	5	1,045 00	857 89							
3	4		1,144 66	633 33	1						
4	3	23	1,074 43	917 85	1						
6	7		618 88	612 50							
14	2		916 88	490 00	1						
4	1		1,032 23	550 00							
19	6	26	1,385 00	789 33	1						
6	4	3	1,000 00	561 11	1						
259	126	313	\$1,184 04	\$861 40	20	57	34	30	41	16	73



TABLE XXXII.

County Superintendents.

ATLANTIC COUNTY.

Calvin Wright, from May 21, 1867, to May 21, 1873.  
George B. Wight, from May 21, 1873, to June 28, 1877.  
Silas R. Morse, from June 28, 1877, to September 1, 1892.  
John R. Wilson, from September 1, 1892, to December 3, 1895  
Samuel D. Hoffman, from December 3, 1895, to .....

BERGEN COUNTY.

Alexander Cass, from July 30, 1867, to July 30, 1873.  
E. B. Vreeland, from July 30, 1873, to September 21, 1875.  
John A. Demarest, from September 21, 1875, to February 4, 1886.  
John Terhune, from February 4, 1886, to .....

BURLINGTON COUNTY.

James E. Giffen, from May 1, 1867, to May 1, 1869.  
William Hutchinson, from May 1, 1869, to January 21, 1871.  
Henry S. Haines, from February 7, 1871, to May 1, 1873.  
Walter A. Barrows, from May 1, 1873, to September 1, 1875.  
Edgar Haas, from September 1, 1875, to September 29, 1896.  
Herman A. Stees, from September 29, 1896, to .....

CAMDEN COUNTY.

Alexander Gilmore, from July 30, 1867, to July 30, 1870.  
Frederick R. Brace, from July 30, 1870, to September 1, 1890.  
Charles S. Albertson, from September 1, 1890, to .....

CAPE MAY COUNTY.

Maurice Beesley, from May 1, 1867, to September 1, 1881.  
E. P. Shields, from September 1, 1881, to September 1, 1884.  
Vincent O. Miller, from September 1, 1884, to September 29, 1896.  
Aaron W. Hands, from September 29, 1896, to .....

CUMBERLAND COUNTY.

Albert R. Jones, from May 1, 1867, to May 1, 1873.  
Benjamin G. Ames, from May 1, 1873, to November 6, 1873.  
Richard L. Howell, from November 6, 1873, to September 1, 1879.

William O. Garrison, from September 1, 1879, to September 1, 1884.  
Joseph Moore, from September 1, 1884, to February 4, 1889.  
Charles G. Hampton, from February 21, 1889, to September 24, 1895.  
John N. Glaspell, from September 24, 1895, to .....

## ESSEX COUNTY.

Joseph L. Munn, from May 1, 1867, to May 1, 1868.  
Charles M. Davis, from May 1, 1868, to September 1, 1891.  
Merritt H. C. Vail, from September 1, 1891, to September 25, 1894.  
Elmer C. Sherman, from September 25, 1894, to .....

## GLOUCESTER COUNTY.

William Milligan, from May 1, 1867, to September 1, 1890.  
James Gallagher, from September 1, 1890, to June 30, 1892.  
William H. Eldridge, from June 30, 1892, to .....

## HUDSON COUNTY.

William L. Dickinson, from May 1, 1867, to November 5, 1883.  
George H. Barton, from November 22, 1883, to July 8, 1885.  
George C. Houghton, from November 5, 1885, to October 5, 1897.  
Edward A. Murphy, from October 5, 1897, to June 4, 1901.  
M. H. Kinsley, from June 4, 1901, to .....

## HUNTERDON COUNTY.

John C. Rafferty, from May 1, 1867, to May 1, 1870.  
Cornelius S. Conkling, from May 1, 1870, to September 1, 1876.  
R. S. Swackhamer, from September 1, 1876, to September 1, 1882.  
Oliver H. Hoffman, from September 1, 1882, to September 1, 1888.  
Edward M. Heath, from September 1, 1888, to September 24, 1895.  
Jason S. Hoffman, from September 24, 1895, to .....

## MERCER COUNTY.

William H. Brace, from May 21, 1867, to May 8, 1868.  
William J. Gibby, from May 8, 1868, to March 31, 1887.  
Lloyd Wilbur, from July 12, 1887, to July 13, 1893.  
John S. Van Dike, from July 13, 1893, to September 29, 1896.  
Abel W. Hartwell, from September 29, 1896, to .....

## MIDDLESEX COUNTY.

DeWitt T. Riley, from May 21, 1867, to May 8, 1868.  
Ralph Willis, from May 8, 1868, to September 1, 1887.  
H. Brewster Willis, from September 1, 1887, to .....

## SCHOOL REPORT.

## MONMOUTH COUNTY.

Samuel Lockwood, from May 1, 1867, to September 25, 1894.  
John Enright, from September 25, 1894, to .....

## MORRIS COUNTY.

Robert H. DeHart, from May 1, 1867, to September 13, 1870.  
Remus Robinson, from September 13, 1870, to May 8, 1873.  
John R. Runyon, from May 8, 1873, to May 1, 1875.  
Lewis W. Thurber, from May 1, 1875, to November 3, 1887.  
Burtis C. Magie, from November 3, 1887, to June 12, 1890.  
James O. Cooper, from September 1, 1890, to September 1, 1893.  
Martin L. Cox, from September 1, 1893, to February 6, 1900.  
Watson B. Matthews, from February 6, 1900, to .....

## OCEAN COUNTY.

William F. Brown, from May 21, 1867, to May 21, 1870.  
Edward M. Lonan, from May 21, 1870, to September 29, 1896.  
Frederick A. North, from September 29, 1896, to October 7, 1902.  
Peter Tilton, from October 7, 1902, to .....

## PASSAIC COUNTY.

Benjamin Aycrigg, from May 1, 1867, to July 30, 1867.  
John C. Cruikshank, from July 30, 1867, to July 3, 1891.  
Alexander Elliott, Jr., from July 3, 1891, to September 25, 1894.  
James D. Donnell, from September 25, 1894, to October 5, 1897.  
Homer A. Wilcox, from October 5, 1897, to .....

## SALEM COUNTY.

William H. Reed, from May 1, 1867, to September 1, 1878.  
R. Henry Holme, from September 1, 1878, to February 12, 1888.  
Robert Gwynne, Jr., from February 12, 1888, to October 5, 1897.  
Thomas G. Dunn, from October 5, 1897, to October 5, 1900.  
J. Harry Smith, from October 5, 1900, to .....

## SOMERSET COUNTY.

Frederick J. Frelinghuysen, from May 1, 1867, to May 1, 1873.  
Elias W. Rarick, from May 1, 1873, to September 1, 1878.  
John S. Haynes, from September 1, 1878, to September 1, 1884.  
William T. F. Ayers, from September 1, 1884, to September 1, 1893.  
John L. Anderson, from September 1, 1893, to September 29, 1896.  
James A. Mets, from September 29, 1896, to October 7, 1902.  
Henry C. Krebs, from October 7, 1902, to .....

SUSSEX COUNTY.

Nathaniel Pettit, from May 1, 1867, to December 3, 1868.  
E. A. Stiles, from December 3, 1868, to September 15, 1875.  
Luther Hill, from February 2, 1876, to October 7, 1902.  
Ralph Decker, from October 7, 1902, to .....

UNION COUNTY.

A. F. Campbell, from May 1, 1867, to May 1, 1869.  
Nathaniel W. Pease, from May 1, 1869, to September 1, 1889.  
Barnabas Holmes, from September 1, 1889, to October 5, 1898.  
William J. Shearer, from October 5, 1898, to .....

WARREN COUNTY.

William Holt, from May 1, 1867, to May 1, 1868.  
Joseph S. Smith, from May 1, 1868, to May 1, 1871.  
Ephriam Dietrich, from May 1, 1871, to September 18, 1876.  
Joseph S. Smith, from September 18, 1876, to February 3, 1881.  
Robert S. Price, from February 3, 1881, to December 1, 1898.  
Franklin T. Atwood, from December 6, 1898, to .....

TABLE XXXIII.  
County Superintendents.

COUNTIES.	NAMES.	P. O. ADDRESS.	SALARY
Atlantic.....	S. D. HOFFMAN,.....	Atlantic City,.....	\$1,4
Bergen.....	JOHN TERHUNE,.....	Hackensack, .....	2,0
Burlington.....	HERMAN A. STEES,.....	Beverly .....	1,9
Camden.....	C. S. ALBERTSON,.....	Magnolia .....	2,0
Cape May.....	AARON W. HAND,.....	Cape May City.....	1,3
Cumberland.....	JOHN N. GLASPELL,.....	Bridgeton, .....	1,7
Essex.....	ELMER C. SHERMAN,.....	South Orange, .....	2,0
Gloucester.....	WLLIAM H. ELDRIDGE,.....	Williamstown, .....	1,5
Hudson.....	M. H. KINSLEY,.....	Arlington, .....	2,000
Hunterdon.....	JASON S. HOFFMAN,.....	Flemington, .....	1,300
Mercer.....	A. W. HARTWELL,.....	Titusville, .....	2,000
Middlesex.....	H. BREWSTER WILLIS,.....	New Brunswick, .....	2,000
Monmouth.....	JOHN ENRIGHT,.....	Freehold, .....	2,000
Morris .....	WATSON B. MATTHEWS,.....	Dover, .....	2,000
Ocean .....	F. A. NORTH,.....	Toms River,.....	1,300
Passaic.....	HOMER A. WILCOX,.....	Passaic, .....	2,000
Salem.....	J. HARRY SMITH.....	Pennsgrove, .....	1,300
Somerset.....	J. A. METS,.....	Somerville, .....	1,300
Sussex.....	LUTHER HILL,.....	Andover, .....	1,300
Union.....	W. J. SHEARER,.....	Elizabeth, .....	2,000
Warren.....	FRANKLIN T. ATWOOD,.....	Hackettstown, .....	1,480

**TABLE XXXI.—Continued.**  
**Statistics of High School.**

Number of Schools Having Four Years' High School Course.	Number of Schools Having Three Years' High School Course.	Number of Schools Having Two Years' High School Course.	Number of Schools Having One Years' High School Course.	Years. Average Age of Pupils Entering High School. Months.	Number of Graduates, 1902.	Number of Pupils Enrolled.													
						Male.	Classical Course. Female.	Male. Latin Scientific Course. Female.	Male. English Course. Female.	Male. General Course. Female.	Male. Commercial Course. Female.	Male. Special Course. Female.							
1	1	1	1	14	29	...	...	...	...	92	147	25	42	...	...	...	...	...	...
4	1	1	1	14	88	...	12	74	5	22	88	88	53	...	...	...	...	...	...
1	1	1	1	14	58	...	2	40	9	80	7	10	...	...	...	...	...	...	...
1	1	1	1	14	18	...	3	49	61	48	229	28	37	...	...	...	...	...	...
1	1	1	1	12	7	...	8	12	...	24	63	...	...	...	...	...	...	...	...
7	2	2	1	13	78	...	...	35	...	244	351	40	57	...	...	...	...	...	...
12	1	1	1	14	8	351	811	297	184	348	207	173	239	756	290	124	65	75	...
1	...	...	...	14	...	...	...	...	...	...	...	...	14	38	...	...	...	...	...
6	1	1	1	14	11	225	42	87	159	29	79	176	463	143	128	96	228	...	...
3	...	...	...	14	26	...	...	10	18	9	...	69	71	...	...	...	...	...	...
2	...	...	...	14	102	...	1	62	126	5	4	11	23	22	45	...	...	...	...
4	...	...	...	14	86	32	32	75	92	29	43	20	22	79	71	60	67	...	...
7	...	...	...	14	103	17	20	98	155	109	155	80	124	81	73	58	60	...	...
6	...	...	...	14	68	...	...	87	138	50	77	78	95	19	10	...	...	...	...
1	...	...	...	14	6	...	1	8	10	6	9	14	16	7	3	...	...	...	...
2	1	1	1	14	1	137	114	151	...	...	...	88	123	47	54	102	183	...	...
3	...	...	...	14	...	...	...	...	...	...	...	96	180	...	...	...	...	...	...
1	1	1	1	14	23	9	18	26	54	24	60	1	4	12	17	...	...	...	...
...	...	...	...	14	37	...	...	...	...	...	...	53	75	...	...	...	...	...	...
6	4	...	...	14	4	165	9	18	162	313	6	11	109	158	118	126	4	22	...
2	1	...	...	14	3	45	6	...	30	18	39	73	96	114	...	...	...	...	...
69	38	30	10	14	5	1,872	563	618	1,006	1	783	583	707	1,665	3,217	770	850	378	646



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# Appendix

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# **Reports of County Superintendents**

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# Reports of County Superintendents

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## ATLANTIC COUNTY.

S. D. HOFFMAN, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I submit this my seventh annual report of the condition of the public schools of Atlantic County for the year ending June 30, 1902. It is with pride that I report a general advance in school work of the county, resulting evidently from increased interest in the public school system. It can be truthfully said that in Atlantic County the year has been one of progress.

*Teachers' Examinations.*—Teachers' examinations were regularly held, and a noticeable feature was the small number of applicants for third grade certificates.

*One Day Institutes.*—Our one day institutes have proved a material assistance in practical school-work. The attendance was very good and general interest manifested.

*Visits.*—Owing to illness, fewer visits were made than heretofore. Most of the schools, however, were visited the required number of times, and many of them oftener than the law demands.

*Arbor Day* was generally observed throughout the county. In many of the schools, in addition to the planting of trees, shrubbery, etc., the school grounds were cleaned and conditions bettered.

*Libraries.*—Special attention has been given to the augmenting of school libraries, and the installation thereof in schools where heretofore none existed. In some places money was

raised by public entertainment and subscription and invested in school libraries, thus placing at the disposal of many, who could not otherwise afford it, the benefit of wholesome literature.

*County Commencement.*—The County Commencement was held in Red Men's Hall, Pleasantville. The graduating class was composed of 51 graduates and 7 post graduates, and was the largest in the history of the county schools. Many of the graduates either recited or delivered orations and original essays, which, together with addresses of S. R. Morse, member of the State Board, and Professor Whitbeck, made the exercises pleasing and instructive.

*Teachers' Institute.*—As has been our custom for several years, Gloucester and Salem counties joined with us in holding the Teachers' Institute. The attendance was unusually good, there being but one absence, and that occasioned by illness. The instructors were Miss Louise Connolly, Earl Barnes, Charles H. Albert, Ray Hughes Whitbeck, James M. Green, and William J. Morrison. The instruction imparted was practical and inspiring and, on the whole, the Institute was very successful. Special comment should be made upon the department work: the experiment in this county has proven its merit and is a compliment to the State Superintendent, who is ever alert to employ every available means for the uplift of pupil and teaching.

*School Buildings.*—There seems to have prevailed among the several Boards of Education a tendency toward the improvement of school buildings. Particularly in Egg Harbor, Galloway and Buena Vista townships, nearly all of the buildings have been rebuilt, repainted or generally renovated. The building at Smith's Landing has been remodeled and steam heat and the new Smead system of ventilating introduced. The growth of Minotola, due to the influx of residents, required an addition to the school building as well as the employment of an assistant teacher. Appropriations have been made and plans prepared for the erection of a new brick school building in Pleasantville, which will displace the old building and be a decided improvement. The building will be modern in every respect and cost about \$15,000, and will offer new advantages to that district.

In conclusion I desire to thank you and the school officers throughout the county for the co-operation and courtesies that have been extended to me and made pleasant the several years of my superintendency.

## BERGEN COUNTY.

JOHN TERHUNE, COUNTY SUPERINTENDENT.

*To Hon. Chas. Baxter, State Superintendent:*

DEAR SIR—After completing the statistical work required, it is a pleasure to note from these summaries the gain over previous years and to call the attention of our superiors to them. It is also a great satisfaction to know that our work is receiving such careful inspection by the State Department, and that by our fruits we are known. The marked improvement from year to year in the management at headquarters is making itself felt all along the line from the supervisors to the children.

The average number of months of twenty days each that the schools were in session was 9.39. The enrollment was as follows: Total, 17,005; average, 12,381; with an average daily attendance of 11,188. And as to gradation we find 1,829 in the kindergarten, 10,071 in the primary, 4,598 in the grammar and 507 in the high school departments.

The corps of teachers numbered 383, of which 61 were males, receiving an average monthly salary (computed upon the actual number of days the schools were in session) of \$108.82; and 322 were females, averaging \$57.28 per month. The standing of the corps as to certificates was as follows: 29 held first grade State, 206 second grade State, 25 third grade State, and 14 Special State, 59 held the first grade county, 29 second county, 11 third county, and 10 special county certificates. As to preparation for the profession: 206 were N. J. State normals, 46 were indorsed normals from other States, 22 were college and university graduates, 14 were from special schools and 7 had attended the Trenton normal for two years but did not graduate. In other words, 72 per cent. held State credentials, and 77 per cent. were trained for the work.

The report of the manager of the "Bureau of Information for Teachers and School Officers" was a merciless rebuke to those using improper motives in the selection of teachers. This should be printed in circular form and scattered broadcast over the State, it should be published in all leading newspapers, and a

copy fastened to every bulletin board in the State. The needs of the children only should be kept in view. It is for them taxes are levied and schools maintained. Those in authority who overlook and ignore this fact are false to the child, the community and the country.

Of the 59 teachers holding first grade county certificates, 13 are either normals of elementary courses or college graduates; and 21 of the remainder are teachers of long, successful experience and are not excelled by any. They are hard workers, great readers, and keep thoroughly up to the times. Some of the others in the lower grades are in the class mentioned in that report. We shall enforce a feature of the law that will help to limit this hereafter.

We have had evidence of the wisdom of our rules for indorsing certificates presented from other counties. The law requires a re-examination in the professional subjects regardless of the averages, and the County Board will accept no academic subject below 75. How a Board of Education can consider a certificate with lower averages in the essential subjects than we require for grammar graduates is a mystery to me. A certificate offered for indorsement contained four subjects rated 70, the lowest permitted by law. Upon trial this candidate received 18, 43, 45 and 65 at our examination, and yet a position was held open for this person. Another had six 70's. Any teacher who neglects to improve such averages at an early subsequent examination lacks progressiveness and no Board should hesitate to treat the holders of such with like indifference. This class seldom visit a professional library or subscribe for an educational periodical. The lowering of the general average for renewal of certificates from 85 to 75 has encouraged such applicants, and it was a sad mistake.

The strong personality of a large majority of our teachers and their power as disciplinarians, especially in securing and retaining attention during recitations, is worthy of comment. The rapid improvement in this direction could not escape the notice of one accustomed to observe. Some of our best teachers are, as a rule, conscious of their deficiencies and are constantly improving themselves by every means at their command. The process of teaching is so difficult, the child life is so precious, that great natures, high education and distinct professional training should be the qualification of every teacher.

*School Buildings.*—The following districts bonded to enlarge their buildings: East Rutherford, School No. 1, \$19,700; Gar-

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would say let the latter go. The teacher who is not making the most possible use of the library is making a grave mistake."

Those sentiments are correct and are in touch with the best educational writers of the season—who say that language must be taught by using it under criticism in oral and written composition and by much reading of good English. The short language lessons are insufficient to overcome the social environments of the average pupil. My motto is as follows: "If children read more than they talk, they will talk more like they read; and if they read good literature, they will speak good English." We adhere too closely to the text-book, and the application of rules learned therefrom is rarely made in general conversation. Grammar may teach us to write more correctly as we have more time to think, but if depended upon alone it does not counteract habits of speech previously acquired; and for this reason we are placing our library books as low down as the second year primary grade to remedy or guard against such heritages as much as possible, by introducing the related story.

It is much more important to lend pupils good books for home reading than to assign home lessons in other subjects. The boy or girl who likes to read good books is safe from the invidious, corrupt and enervating influence of literary trash and filth. We are not done with the pupils when they leave school, for after creating this appetite for reading we must follow it up and nurse and feed it until the habit is confirmed. To accomplish this many of our libraries are open to the parents and youth of the district and contain books adapted to the home circle. The Garfield school provides in addition to its large, well-selected library, a number of magazines and publications on current events for this purpose, 962 of which were taken out last year.

The State Superintendent of Iowa says: "We make a mistake when we limit the usefulness of the library to the pupils in attendance at the school. Any one who is a pupil of this school can use these books, is too narrow a regulation. Any one is welcome to this library who is a resident of the district, and will give assurance that the books will be carefully read and promptly returned, would be far better."

We go still farther than this and keep the libraries open during vacation, a time when the children have no school work to think about, and are thus kept in touch with good books. One principal rings the school bell every Saturday evening at an appointed hour to notify the residents that he is at the school to exchange library books. He was conservative first as to the value of so much reading, but his experience has astonished him

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# **Reports of County Superintendents**

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"The Art of Teaching" by Dr. E. E. White were distributed among the six branches now in operation. I should have added more of the latter, as my best critics say there is nothing to compare with it in that line of pedagogy. This library now contains 1,724 volumes.

*Grammar Graduates.*—There were 332 graduates recommended by the Township Boards of Examiners to receive the State diploma. Of these, 209 passed the required examinations, and 123 were exempted for exceeding 90 per cent. in attendance, class recitations and deportment. This rule, like all laws, may in some cases be misapplied; but, as a whole, it has been very effective.

I attended nine commencements and was expected at as many more but the dates conflicted. A copy of my Annual Greeting accompanies each diploma and it is a welcome souvenir. It is as popular with the citizens in general as my Arbor Day programs were. The pamphlet was 6 x 8 inches and contained my address—"What Might Have Been," several selected poems, and four special contributions from the following gifted writers, with a portrait of each at the top of the page—Robert C. Metcalf, Earl Barnes, Margaret E. Sangster and Marion Harland. Other full-page illustrations consisted of the Hackensack Grammar graduates (class of 1899), the new Park Avenue School at Rutherford and the Ridgewood High School. Many representative men and women from this and other States wrote me complimentary letters concerning its beautiful appearance and valuable contents.

*School Decoration.*—Previous to 1895 small mottoes were used in a few schools for this purpose. After that, large portraits of patriots, poets and statesmen were procured. But the past year Ridgewood, Rutherford, Overpeck and a few others are supplanting these with works of art. School No. 2 of Overpeck township placed 19 beautiful photogravures of the masterpieces on its walls, costing from \$2 to \$3.50 each. The money was procured by entertainment, which will be repeated annually.

The presence of works of art has an ennobling influence upon the pupils, and with their imitative tendency this cultivating effect is carried to the homes. In the future, the absence of such works will be considered in making an estimate of the schools.

*Teachers' Institute.*—This Institute, like its predecessors, could not be improved as far as the program and instructors

were concerned. The evening session was not as well attended as it would have been had the weather permitted. Many who expected to be with us expressed their regrets to me afterwards. In a few sections, the teachers were displeased with the time fixed, but it is impossible to satisfy everybody.

*Educational Hall.*—This was the first office established by a county superintendent, and to show you what effect this beautiful and practical room has upon new teachers, I quote from a letter written by one: “When I first entered Educational Hall and met you, I felt as though I had entered a county where education was prominent, where the interests of the schools were looked after by an energetic and seemingly tireless superintendent. There seemed to be a spirit of animation and thoroughness in all the room. An examination of the cabinets containing work done by the various schools of the county confirmed my first impression. I felt that I was among a body of educators and I must enter into the field with new zeal, if I wished to become one of them.

“I believe no teacher can enter Educational Hall, be it ever so often, without saying mentally, ‘More work is required of me; I must do better yet.’”

“Every new teacher in this county should spend a few hours at least in Educational Hall before entering upon his or her duties in the schoolroom.”

*Conclusion.*—I wish to express my thanks to the manager of the Bureau of Information for the prompt and excellent service rendered in supplying vacancies with trained and experienced teachers. I am also much indebted to you and Mr. Betts, the reliable interpreter of school law, for the patience in answering some of the knotty questions propounded.

I close the year's work with a cordial invitation to the members of the State Board of Education to visit Educational Hall.

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## BURLINGTON COUNTY.

HERMAN A. STEES, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I herewith respectfully submit my annual report of the condition of the public schools of Burlington county for the year ending June 30th, 1902.

General comments should be profitable and interesting, but are usually misleading. Like averages, they unduly elate the quiescent, discourage the plodding, and benumb the progressive.

The average number of months the schools were kept open was 9.06. The total enrollment was 10,534; of this number 5,379 were boys and 5,155 were girls. Sixty-six pupils were neither absent nor tardy during the year. I am happy to report that tardiness is rapidly decreasing. Four years ago the number of cases of tardiness was 39,559; this year it is 25,771, a drop of 13,788. The number of pupils in each grade is as follows; Kindergarten, 176; primary, 6,277; grammar, 3,674; high school, 407. Two hundred and forty-six teachers were employed, 31 of whom were males, receiving an average monthly salary of \$70.36, and 215 were females, receiving \$41.59. Ninety-two of the teachers held State certificates, an increase of 12. One hundred and two had had normal or college training, an increase of 8.

There is a marked contrast in efficiency between the rural schools and those in the towns and cities. I know that the schools in the latter are rapidly growing better in every way, and equally certain is it that those in the former are steadily becoming worse. There are several reasons why this downward tendency prevails. Insufficient funds, indifference or lack of ability in the selection of teachers, want of close supervision, and irregular attendance are some of the causes that are surely sapping the vitality of the country schools. Notwithstanding the fact that the annual apportionment of money is based upon the daily attendance, but a feeble attempt is made to compel the children to go to school. In the towns and cities truant officers, principals, teachers and Boards of Education are keenly alive to the need of making strenuous efforts to induce and compel regular attendance. The result of this activity on the one hand and of the indifference on the other is plainly visible.

*County Board of Education.*—The County Board of Education held a meeting in the Court House at Mount Holly on Saturday, December 3rd, 1901. A special effort had been made by the officers to secure a large attendance. A circular letter, calling attention to the importance of the subjects to be discussed and the necessity for unity and information concerning certain school matters, was sent to each member, but responses were disappointing. There are 272 members of this body, and 30 of them found time to be present. Those who did attend were well repaid for the trouble it caused them to be on hand.

The meeting was called to order at 11 o'clock, and Dr. John Taylor, Medical Inspector of the Schools at Asbury Park, was introduced and delivered an address on "Medical Inspection of Schools." This subject is of recent origin in this State, being provided for in the school law passed last winter. Little has been done in this country to govern the health of pupils in our schools. Norway, Germany and Sweden are away ahead of us in this matter. The subject was first brought to the attention of this country by Dr. Durgin of Boston during the prevalence of diphtheria in the schools of that city. At first the authorities declined to listen to him, but they finally allowed the system to be established, and the disease was soon under control. While diphtheria is acknowledged to be a dreaded disease, yet there are other ailments in the same line that need attention. Perhaps one of the most prevalent means of spreading such diseases is the drinking cup. The subject of child study should not be confounded with medical inspection. The latter protects the child. The teacher should also be the subject of inspection. Not over ten days ago the writer's attention was called to a teacher who was attacked with pulmonary hemorrhages while attending to her duties. She was compelled to go home, and has since given up her position. The janitor should also be looked after. The writer knows of an officer of this kind who was rejected by an insurance company on account of tuberculous tendencies. In neither of these cases was the person fit to associate with a room full of children. The duties of the school inspector must not be allowed to conflict with those of the family physician, the Building Committee or the Board of Health.

Dr. Taylor then gave a detailed account of the work accomplished at the Asbury Park schools, which were the first in this State to act under the new law. He exhibited some of the forms used in inspection and gave figures showing the examinations in the schools and their results.

At the conclusion of Dr. Taylor's remarks he was asked many questions by the members present, and then Dr. Richard S. Parsons, Medical Inspector of Mount Holly schools, spoke for a few moments. His remarks were drawn forth on a question about vaccination. Dr. Parsons said he thought there had been a great amount of unnecessary alarm over the matter of tetanus as a result of vaccination. Nearly 800 pupils in the Mount Holly schools had been vaccinated, and there had not been a single bad result. Everybody knows that tetanus comes from an open wound, and it was a fact beyond dispute that there are more open wounds in the country from vaccination than ever before

field, School No. 2, \$18,000; Hohokus, School No. 1, \$6,500. New buildings were voted as follows: Washington township at Etna, \$3,500; Cliffside, \$7,000; Fairview, \$12,500; Englewood special, \$7,500; Englewood township, \$4,000. Overpeck and Carlstadt are unsettled as to the advisability of enlarging present buildings or the erection of new ones.

*School Libraries.*—Your excellent article in last year's report on school libraries was very much appreciated by me, as it supported and strengthened what I have done, and encouraged me to continue my efforts in this direction.

The total amount reported raised in the districts for library purposes was \$2,061.11, but \$376.79 of this I returned to the districts from a fund that had been collected for "The American Boy Fund," in 1898, toward building a battleship to replace the ill-fated Maine. We also received \$1,140 from the State, which you will observe is \$40 more than one-fifth of the entire appropriation by the Legislature for school libraries. With this we purchased 7,119 books, which is an increase over the past year of 2,419. The number of books drawn from all the school libraries reached 151,704, an increase of 28,316.

Eminent educators all over the country are giving increased recognition to this natural auxiliary to school progress. President Eliot of Harvard University, who is now conceded to be the most conspicuous collegian in the world, said four years ago: "From the total training during childhood there should result in the child a taste for interesting and improving reading, which should direct and inspire subsequent intellectual life. The schooling which results in this taste for good reading, however unsystematic or eccentric the schooling may have been, has achieved a main end of elementary education; and that schooling which does not result in implanting that permanent taste has failed."

We began agitating the library question eleven years ago, but after this statement from President Eliot and the attention given the subject annually by the National Educational Association, we have watched over it with intense interest; and the teachers and parents are rapidly becoming aroused in favor of the extension of the school library. Following is a quotation from a letter written by an observing supervising principal: "I believe the library to be one of the most valuable aids we have to improve the language of the pupils. And if compelled to make a choice, whether I should do without library books or language books, I



has been said about inoculating virus into the system, but good habits can be instilled just as easily.

Great care must be exercised in the selection of teachers, and after getting the best to be secured the Board of Education must not interfere, but let them select the studies and pursue their own method of instruction. It is a question whether the average Board is competent to select studies; as a basis for this statement he said he had known the most competent authorities to quarrel on this very point. A good teacher can be secured by paying good salaries, and good teachers are often made by slightly advancing salaries. In Monmouth county when a Board of Education is unanimous in asking for appropriations the people always vote the sums suggested.

*District Taxation.*—Each of our thirty-three districts has voted to raise money, for the support of its schools, by local taxation; the total being \$73,236.14, and the average \$2,219.27. The delusion of averages is nicely shown by this amount; \$2,219.27, viewed as an average, and in an agricultural county, is quite respectable; but the one extreme is \$10,942.39, and the other is \$150. The former exceeds the latter 613 times. And the total for the year is a falling off of \$4,579.75. There seems to be no cause for excessive enthusiasm.

The total amount available for the school year ending June 30, 1902, was \$150,940.71, and for the year ending June 30, 1903, is \$155,909.36. Here we find an increase, but it is made up of balances and State liberality.

In many of our districts great liberality is shown and the direct effect is made manifest in the excellence of the schools in those communities; but there are still a few districts in which the boards seem to me to be over-cautious in their efforts to soothe the irate taxpayer. Estimates are pruned to the limit; salaries are as low and lower than those paid to unskilled labor; books and supplies are grudgingly given; repairs are not made until disintegration is well advanced, and as a result the schools in these districts are an abomination. In one State, at least, the minimum salary is fixed by law at \$40 a month. This is as it should be, and I hope that a similar provision will soon appear in the school law of New Jersey. When a community is satisfied with a teacher who is willing to conduct a school for \$29 a month, then it is time for outside influences to interfere and fix a minimum salary. Good schools are expensive viewed as an item of expense in the annual financial budget, but poor schools, poor because they are cheap, are costly beyond computation. The

and now he is one of our most enthusiastic workers. He says his records do not begin to report the actual number of books read, as the parents and children exchange with each other during the week. This is also true during the school year, and if statistics could be collected of this extra reading, our report as to the number of books read would be augmented by many thousands.

Not a school in the county is without its library, but the greatest drawback is the irregularity in securing the State appropriation and lack of promptness in selecting and purchasing the yearly additions. The law is not equitable when it allows a school enrolling five hundred pupils no more than one enrolling nine. A certain amount per capita should be allowed and the expenditure demanded by the first of November.

If the men of means in this county will furnish me 25 cents per capita on the total enrollment of the previous year, for five consecutive years, and have it ready for me to apportion on that basis by the middle of October of each year, I will guarantee to make Bergen the most literary county in the State inside of the next decade. By that I mean that I will cause more and better books to be read in the homes (per capita) than any other county. If I had this limited amount I could introduce a system that, with the help of the teachers, would reach all the rural homes and be effective. While the amount asked for may appear small, I assure you it is not an imaginary proposition, for I have carefully considered the question and can keep the purchases so active that the result will be accomplished.

My model school library in Educational Hall is just the scheme to help make these assertions realities. We could not do without it now and it is growing rapidly. The cases abound with books on history and travel, which Hamilton W. Mabie says are the background and key of all knowledge not strictly scientific. He also says that the fiction of the present season is, as a rule, of the thinnest possible kind.

Starting young people out right in the world is one of the noblest conceptions of philanthropy. It is easier, cheaper and more certain to guide the growth of children than it is to reform middle age. There is much meaning in the old story of the woodsman who said: "If I am to raise pine trees fit for masts, I must begin with the seed." The greatest power and the richest treasure of any State are the children attending the schools, and their teachers are the soldiers of civilization. A nation is no greater than its homes and the home is no greater than its children. The question will be "How many men and women have

Flute Solo—Selected .....	Dr. A. H. Small
Address .....	Professor Henry Snyder, Jersey City
Baritone Solo—Selected .....	Mr. John H. Briggs
Lecture—"The School Navy" .....	Dr. Francis H. Green
Selection .....	Male Quartette
Recitation—Selected .....	Miss Mae Young
Soprano Solo—"Good-bye" .....	Miss Ray C. Murtha
Business Meeting.	

The program represents but the literary side of the meeting; in connection with this, and a very potent factor in the enjoyableness of the meeting, was the social feature.

*High Schools.*—Our high schools have not increased in number, but there has been a wonderful strengthening of courses in those already established. As soon as it became known that a four-year's course was demanded by the higher institutions our teachers and Boards of Education rose to the occasion. It is now possible for those graduating from these schools to enter the New Jersey State Normal School without examination, and several boys have entered college upon the same conditions. In one high school a good commercial course has been established, including book-keeping, typewriting, stenography, commercial law and kindred subjects.

Another result of this advanced work has been the improvement of the grammar grades. As long as this effect is produced there need be no fear of the top over-balancing the bottom.

*Primary Departments Over-crowded.*—In a dozen or more of our schools the primary department is full to overflowing. The attention of the Boards of Education has been called to the evils resulting from this condition, but in only one instance thus far has a remedy been applied. There seems to be a "recollection" of the days when a teacher was able "to handle" seventy or more pupils and live to tell the story. It seems to me that there are good, substantial reasons, reasons that could be comprehended without special effort, why crowded schools should not be permitted to exist. It is unsanitary. It is impossible to supply sufficient fresh air for so large a number of human beings, and, consequently, the odor with all its attendant evils is stifling. Neither bodies nor minds can flourish in an atmosphere so contaminated. Little children require individual attention. The most energetic and systematic teacher cannot do justice either to her children or herself. For the sake of peace and quiet, busy work for the sake of busy work, having little or no educational value, must be resorted to, and active little minds and bodies are

feeding on mathematical and literary husks. At least one-half year in each term is lost to the child. The remedy is easily found; divide and subdivide until a suitable number of children is given to the care of one teacher. This means additional expense, but it also means health and progress.

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## CAMDEN COUNTY.

CHARLES S. ALBERTSON, COUNTY SUPERINTENDENT.

*To Hon. C. J. Baxter, State Superintendent:*

DEAR SIR—During the year the schools and school interests of Camden county have made satisfactory progress. We do not claim that all has been done, that might have been, yet the year has been a fruitful one. The people in the different districts have voted wisely and liberally. The increasing interest is occasioned by the increasing excellence of our schools. In order to secure the endorsement and liberality of the voters we must make our schools deserving and popular. The most convincing argument in favor of broader liberality is good schools. If the schools are doing the very best work and securing the best results possible, under disadvantages that may be removed by broader liberality, it requires far less solicitation to secure liberal appropriations. If the school people are continually making apologies for shortcomings and shirking responsibilities it will, indeed, be difficult to arouse interest and enthusiasm. If on the other hand they can point to achievements attained under difficulties and privations the voters will give hearty co-operation and liberal support. I know some teachers who never complain but who cheerfully make the best of the conditions. These teachers make the schools so popular that the people actually inquire what they can do to help. We also have teachers who are continually apologizing for delinquencies and attributing them to the lack of everything, for which others are responsible, instead of their own personal inefficiency or indolence. I notice with satisfaction that our teachers are forsaking the plan of “making it easy” for the pupil. Nothing valuable in education can be obtained without vigorous effort on the part of the pupil. Our best teachers stimulate interest in and direct the pupils’ work, but insist that it shall be the *pupils’* work, and plenty of it.

Thus they not only secure educational results but fix a valuable habit and demonstrate an important principle. The tactful teacher has no difficulty with the parent who is overanxious that his child be not overworked.

The members of our Boards of Education deserve great credit. These men work without compensation and make personal sacrifices. They are often unappreciated and misunderstood.

The Camden County Teachers' Association has held its regular meetings, which have been well attended and much interest manifested. At each meeting we have had one or two lectures and some interesting discussions. A lecture by Dr. Brumbaugh on "Education in Porto Rica" was particularly interesting. Our annual pupils' examinations were held as usual—simultaneously at four centres in the county. Pupils were allowed to attend their most convenient centre. Grammar and high school questions were prepared by the County Superintendent. The examinations were conducted by a Board of Examiners for each centre consisting of three principals appointed by the County Superintendent. This plan has become popular. The tests are just, honest and thorough. We find some very good high school work even in our small ungraded schools. These examinations afford an opportunity of testing this work and giving it recognition.

Nearly all the districts have set apart one or two "central schools" in which the higher grammar and some of the high school branches are taught. The pupils from the other schools of the district are promoted to these schools. This plan not only relieves the smaller schools, but secures classes in the higher branches, large enough to be interesting and effective. The plan has been generally adopted and is working well.

Three new school buildings have been erected. One at Haddon Heights, a four-room building. Two-room buildings at Woodlyn and Stratford. All are good substantial buildings in accordance with plans approved by your department. The High School building at Haddonfield has been more than doubled in capacity. It is now an imposing brown stone structure containing eight class rooms, a science room, and offices. It is heated and ventilated in the most approved manner.

Many of our schools are taking an interest in the libraries. Several have raised the required amounts and have received their duplications from the State. I have endeavored to increase these libraries, believing that upon a child's reading habits depends largely the value of his education.





CAPE MAY CITY HIGH SCHOOL.

at one time. The germs of tetanus thrive on the dirt in the street and in barn yards. The past fall has been an unusually dry season, and the street dirt and dust has been distributed more freely by the wind than it has been for a long time. He thought that if the number of vaccinations throughout the country was considered in connection with the number of cases of tetanus, the result must not be alarming. In the matter of school inspection Dr. Parsons thought a very important point was the instruction of teachers so that they might be able to detect communicable diseases. The danger of tuberculosis is great. People have long ignored it because the disease was considered incurable, but the experiments of to-day are leading to a different belief. Dr. Parsons told about two cases which had been brought to his attention as occurring in the Mount Holly schools before an inspector was appointed. By instructing teachers how to detect disease, such cases could be promptly treated.

The next speaker was Mr. John Enright, County Superintendent of Monmouth county. He said he had listened with great pleasure to the talks of the medical men, and they had set him to thinking on the same line. While medical inspection seems to be practicable only in towns, he knew from personal experience that the country districts needed it. He had heard the secretary of the State Board of Health say that the percentage of typhoid fever was greater in the country than in the city. The attendance at this meeting reminded him of that at similar meetings in Monmouth county so far as numbers are concerned. There should be some means devised to create greater interest in school matters, and he thought special attention ought to be paid to the matter of promoting good attendance at schools. This is very essential now in view of the way in which the school money is apportioned. In the rural schools 80 per cent. is the average daily attendance, against 90 per cent. in towns, showing that the towns are favored. Bad roads, bad weather, distance and other like matters operate against the country schools, but there are other things that work to the detriment of the school. Better attendance means a better school and better schools mean better attendance. How to secure the attendance invites discussion, and the first thing that comes to mind is the truant boy; to make him go to school is the vital point to many. In the estimation of the speaker this was the least element of consideration. A good Board of Education is of vastly more importance and a good teacher is the most essential of all. Add to this a neat school-house with attractive grounds and pleasing interior, and the children will willingly furnish the attendance. Much



School-houses throughout the county are in better shape than they have ever been before. It is becoming an unusual thing, in my visits, to find any of those painfully neglected school buildings, which cause one to marvel at the lack of public spirit in a community which permits the existence of such a public building, a constant arraignment of a disgraceful apathy and public shiftlessness. With two exceptions, the school-houses of our county are well kept and all are comfortable, although in a number of cases, of course, they are not constructed upon modern lines. We have four new school-houses which are entirely satisfactory in every way. The fine new brick building mentioned in last year's report, which has been in use for one year at Cape May City; a new one of four rooms in the new district of Wildwood; one of four rooms at Woodbine; and a single room building at Swainton in Middle Township district, which replaces one destroyed by fire last December.

*The County Course of Study.*—A new course of study went into effect September 1st, 1897, and was generally accepted in the various districts. It was slightly revised in 1900. It included a two years high school course, from which there were nineteen graduates in the last school year, the greatest number thus far graduated from this course. This is an encouraging incident, because it indicates a growing interest in high school work on the part of the pupils, which is likely to lead to still better results in the future. The commencement was held in June and was attended by at least 1,000 people, and a delightful time enjoyed. During this year Cape May City has adopted a four years' high school course, adding one year of work, and Ocean City has put into operation a three years' high school course, emphasizing still further the increase of interest in educational matters in our county.

*County Teachers' Association.*—A new plan was adopted for our teachers' association meetings, the first of which was held at Cape May on October 12th. A session was provided for Friday evening, to which members of the Boards of Education were especially invited together with teachers and the public at large. This session was very successful, attracting an audience which completely filled the High School assembly room. The speaker of the evening was County Superintendent John Enright, of Monmouth county, and his address was all that could have been desired. Those who attended the meeting were a unit in expressing their satisfaction and pleasure with the address. Sev-

lesson to be learned concerning school expenses by local financiers is that schools should cost more than any other item. What is more humilitating to the enlightened people of a community than to know that their Board of Education had squabbled for months over the question of the amount of money to be voted for the support of schools? In the case I have in mind some contended that no money was needed, some that \$120 would be enough, and still others that \$150 would be required, and these last won the day. Need I picture the condition of the schools in that community?

County taxes must be met, local taxes must be paid; the only tax in which the citizen of New Jersey has an opportunity to voice his sentiments in fixing the amount is the local school tax, and he seizes his opportunity.

*Teachers' Meetings.*—It is highly gratifying to know that teachers' meetings can be made so attractive that each one seems better than the last. We are proud, and justly so, I think, of the two meetings held during the school term. Only those teachers living remote from the place of meeting were absent. The amount of thought and labor expended on one such meeting, for the purpose of "commanding success," would compare favorably, in quantity at least, with that dissipated in a gubernatorial campaign. The principle of division of labor is made use of; numerous committees, each with a special duty, acting willingly, produce very gratifying results. Risking the accusation of being called a "space writer," and with humble apologies for thrusting local affairs upon a "long-suffering and unsuspecting public," I give our programme of the meeting at Riverside, Saturday, May 10, 1902.

#### MORNING SESSION—RECEPTION UNTIL TEN.

Prayer.....Rev. M. F. Oerter, Pastor Moravian Church  
 Music—"The Jolly Blacksmiths".....Male Quartette  
 Address of Welcome.....Mr. John H. Wilson, Supervising Principal  
 Soprano Solo—"The Spirit of Spring".....Miss Ray C. Murtha  
 Address—"The True Aim".....Professor H. C. Krebs, Somerville  
 Bass Solo—Selected.....Mr. Joseph Briggs  
 Recitation—Selected.....Miss Mae Young, Philadelphia  
 The Teachers' Retirement Fund.....Miss Elizabeth A. Allen  
 Selection—"The Sweetest Story".....Male Quartette

#### AFTERNOON SESSION.

(12.30 to 1.30—Luncheon.)

Selection—"The Stein Song".....Male Quartette  
 Address—"Incentives".....Professor H. C. Krebs, Somerville

*The Alumni Association.*—I think that one of these most interesting of our organizations is the Alumni Association formed of the grammar school graduates of the county schools. The county examinations have been held annually for twenty-one years, and the list of graduates for the entire time has been compiled. Local organizations have been effected in several districts and will be completed probably, in all of the districts, this year. All graduates are requested to unite with the local associations and many of them do so. An annual meeting is held in each district, which is devoted to the discussion of school matters, literary, musical and social features. The County Association has its annual meeting in connection with the annual commencement, the county president and vice-president conducting the morning exercises, the first feature of which is the formal reception of the new class of grammar graduates. The exercises for the grammar graduates occur in the afternoon and the class of graduates from the high school course, being members of the alumni, participate in the morning exercises. The object of the organization is to continue the interest of our graduates in the public schools, and it has already accomplished good results.

*Increase in Number of Teachers.*—Within five years the number of teachers employed in our county has been increased by sixteen, and there are prospects that four or five more will be added during the ensuing school year. This has been caused partly by the increase in the population and partly by the improvement in school conditions. The impossibility of securing results, when a teacher is confronted with a school of fifty or more pupils, is understood, and when the number rises much above thirty the suggestion that another teacher is needed is in order. My suggestions in these cases have been received in a kindly spirit and usually promptly acted upon.

I feel that the results of the work of the year have been encouraging, and find much gratification and pleasure in the harmonious co-operation by our teachers in carrying into effect any proposal calculated to advance the great cause or to increase public interest. The assistance and valuable counsel, always so readily given by yourself and Assistant Superintendent Betts, are also greatly appreciated.

feeding on mathematical and literary husks. At least one-half year in each term is lost to the child. The remedy is easily found; divide and subdivide until a suitable number of children is given to the care of one teacher. This means additional expense, but it also means health and progress.

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## CAMDEN COUNTY.

CHARLES S. ALBERTSON, COUNTY SUPERINTENDENT.

*To Hon. C. J. Baxter, State Superintendent :*

DEAR SIR—During the year the schools and school interests of Camden county have made satisfactory progress. We do not claim that all has been done, that might have been, yet the year has been a fruitful one. The people in the different districts have voted wisely and liberally. The increasing interest is occasioned by the increasing excellence of our schools. In order to secure the endorsement and liberality of the voters we must make our schools deserving and popular. The most convincing argument in favor of broader liberality is good schools. If the schools are doing the very best work and securing the best results possible, under disadvantages that may be removed by broader liberality, it requires far less solicitation to secure liberal appropriations. If the school people are continually making apologies for shortcomings and shirking responsibilities it will, indeed, be difficult to arouse interest and enthusiasm. If on the other hand they can point to achievements attained under difficulties and privations the voters will give hearty co-operation and liberal support. I know some teachers who never complain but who cheerfully make the best of the conditions. These teachers make the schools so popular that the people actually inquire what they can do to help. We also have teachers who are continually apologizing for delinquencies and attributing them to the lack of everything, for which others are responsible, instead of their own personal inefficiency or indolence. I notice with satisfaction that our teachers are forsaking the plan of “making it easy” for the pupil. Nothing valuable in education can be obtained without vigorous effort on the part of the pupil. Our best teachers stimulate interest in and direct the pupils’ work, but insist that it shall be the *pupils’* work, and plenty of it.

sults from these meetings. The School Board meeting should become one of the most important factors in our school work.

There are members of the School Board who never see the inside of the school room, while the school is in session, while other members make official visits quite frequently. I think it the duty of the members of the Board of Education to visit all of the schools at least once a year, by so doing would be better able to vote on the election of teachers and other matters that naturally come before the Board.

The joint Institute of Cape May and Cumberland counties was held in the Baptist Church, Bridgeton, November 11, 12, 13. and the instruction imparted was such as could readily be applied to practical school work; every teacher in the county, not honorably excused, was in attendance during the entire session. It has been my privilege to see the good results of the instruction demonstrated in many schools and I am sure the impulse given will be lasting and beneficial.

*Teachers' Meetings.*—We have a regularly organized teachers' association for the county with two meetings a year; we have funds sufficient to engage one or two first-class speakers for each meeting, and endeavor to make these meetings so valuable that no teacher can afford to be absent; last year we had about two hundred teachers present at each meeting.

Miss Libbie J. Eginton, principal, of Primary School, Brooklyn, N. Y., gave us a lecture on Ward's method of reading at the association held in Bridgeton. Her lecture has done much to help the young and inexperienced teachers in their work.

*School Buildings.*—One new school building has been erected in Greenwich township during the past year, and two are in course of construction; money has been voted to build a handsome building at Newport during the coming year. The location of the school buildings and their surroundings have received special attention; care will be taken in the matter of heat, light and ventilation of the new buildings.

While our people during the past few years have shown a commendable spirit in the manner in which they have improved their school buildings, we hope to have the same energy shown in the future.

Arbor Day, Bird Day and Patriot Day have been suitably observed throughout the county.

I wish to express my appreciation of the uniform kindness and co-operation extended to me by the teachers and Boards of



force is being more appreciated than ever before. The county as a whole and almost every individual district reports an increased average salary paid to teachers. While this is true it must be remembered that the necessary living expenses of the teachers have increased during the past few years, and the demands made upon the teachers' time, ability, and strength, are greater than ever before. The salaries are none too high at the best, and there are some districts that are making the serious mistake of not paying sufficiently high salaries to retain their best teachers. The result is frequent change, always a disadvantage.

*High Schools.*—There are fifteen high schools in Essex county, in which there were enrolled 2,960 pupils. High schools are maintained in all districts but two, but from these two, pupils are sent, at the district's expense, to neighboring schools. The standard and requirements in these fifteen schools are radically different, and it by no means follows that a pupil finishing successfully a year's course in one school, is prepared to enter the second year in another. The high schools and high school departments have been a gradual growth, as public sentiment has slowly come to demand them; and their aims and ideals are as diverse as the communities in which they are situated. High school education has no fixed meaning in Essex county or in New Jersey, because there is no common standard. There is no agreement as to curriculum either in respect to what subjects shall be included, how long they shall be pursued, or what degree of proficiency shall be required. A system under which uniformity in these things can be obtained by the State, and which will encourage the establishment of high schools in many districts which do not have them, is much to be desired. This county is in entire sympathy with the State Superintendent on this important matter, and hopes that a law will soon be enacted that will secure these important ends.

*Parental Schools.*—The provisions of the new school law in regard to parental schools have attracted the thoughtful attention of those connected with education in this county. The question, what shall be done with the habitual truant, how shall we reach that class of youth who, needing most the advantages of the public school, can with difficulty be brought under its influence, is continually recurring. There is certainly the greatest need that the State should do all in its power to make good citizens of that class who, through inheritance and lack of early

training, form the greatest menace to its welfare. The school authorities have to combat not only the habits of the child but the indifference of the parent. And even if by great diligence, through the aid of the truant officer, such children are kept in school, it is a most difficult task to make any impression on the habits and feelings of the children when, opposing all effort in such direction, his environment for nineteen hours of the twenty-four is calculated to lead him in an entirely different direction. It is generally felt here that the parental school provisions in the law do not go far enough. Ungraded schools and classes have been tried to some extent but, except in cities or very large towns, these do not seem feasible. It is felt that what is needed is legislation that would permit a county or other definite district to establish and support a school, where, for a time children would be taken away from the harmful influence that habitually surrounds them, and to which they may be sent without that disgrace which attends the commitment to a reform school. The Essex County Schoolmasters' Association has taken up this matter, and has appointed a committee to investigate the working of such schools elsewhere and to present the need of them in New Jersey.

*Supply of Teachers.*—Essex county strongly desires the establishment of another State Normal School in this end of the State, for two reasons. First, because it is seen that our present State Normal School, of which all are justly proud, although greatly crowded cannot supply the demand for trained teachers. This demand has increased greatly in recent years and will continue to increase. Eight years ago there were six districts in this county, in which scarcely a dozen teachers were Normal School graduates. At the present time these six districts employ 130 teachers, but 22 of whom are not graduates of normal or training schools. It is rarely the case that a new teacher is employed in this county unless she is a normal graduate. There have been made for the coming year 71 new appointments of teachers. Of these 23 are graduates of the New Jersey Normal School, 25 are graduates of State Normal Schools in other States, 11 are college graduates, 6 are graduates of kindergerten training schools other than our own State Normal School, and 6 are without special training. All of them except the college graduates should have been supplied by our own State schools. But in a large proportion of the cases some experience was required, and as I am told repeatedly by supervising principals and district clerks, Trenton graduates cannot be found for the positions.



Of the 275 teachers reported for the year ending June 30th, 1902, 84 or 30 per cent. are New Jersey Normal graduates. That is a gratifyingly large proportion, but it would be larger still if more New Jersey normal graduates were available to fill the positions. The second reason that impels Essex county too urge another normal school in this section of the State is to afford an opportunity for training to young people of this section who are now debarred from it because they cannot afford to go to Trenton. There are many graduates of our high schools, of good promise, who would like to become teachers, but because they cannot afford to go to Trenton, seek admission to nearby city training schools, take a kindergarten course, attempt to teach without training, or seek some other occupation. Of the 175 members of the June, 1902, class in the New Jersey normal but five were from Essex county. With its large population and many high schools it would have furnished many times that number to a school situated near home.

*New Buildings.*—Yantacaw School in Nutley has been finished within the last year, and its occupation does away with the half-day sessions that necessity had compelled for a time, and furnishes a comfortable and healthful school home for the children of the town. In Irvington the Coit street school of four rooms has been built, and will be ready for use next September. South Orange has voted a bond issue of \$60,000 to build one additional eight-room building and a new eight-room building to replace the old one at Maplewood. I felt obliged to condemn the primary rooms in two of the schools of Livingston as inadequate, and steps have been promptly taken to enlarge them and otherwise meet my criticisms during the summer.

*School Visitations.*—I have made 122 visits to the forty-four schools within my jurisdiction during the year. This means 544 visits to class rooms, a larger number than ever before.

*Manual Training.*—I am glad to report a further extension of manual training as part of the school curriculum in this county. In Glen Ridge it has been successfully introduced during the present year. West Orange has voted the money to introduce the work, and it will go into operation at the opening of the next school year. This makes Essex the banner manual-training county. In South Orange all branches of Manual Training usually taught in the public schools have been part of the course of instruction for a dozen years; while the work has

been pursued most successfully for many years in the cities of Newark, Orange, and East Orange and the town of Montclair.

*Office.*—Through the courtesy of the South Orange Township Board of Education I have been granted the use of a room in Columbia School, South Orange, and have established an office there for the greater convenience of teachers and others who may wish to see me. This is more easily reached than my home.

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## GLOUCESTER COUNTY.

WM. H. ELDRIDGE, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I herewith submit my tenth annual report.

I am pleased to note an increasing interest regarding school-work on the part of parents, school boards, teachers, and pupils. I feel that we are making sure progress all along the line. School-houses are growing better, the furniture is improving, the old wooden and plaster black-boards are giving place to the genuine slate, and greater attention is being given to the neatness of buildings and grounds as well as to the dress and appearance of the children; above all, more thought is being given by Boards of Education to the employment of teachers. While I can write of the growth of the improvements in our educational field, I find once in awhile school rooms not properly seated. Seats too high and too far apart, the pupils necessarily leaning too far forward, with the feet dangling anywhere from one to eight inches from the floor. These oversights can and will be remedied. I would mention a carelessness in the looking after the outhouses on the school grounds. Too often I find these in a mean and filthy condition. We will see that better thought is directed here. The heat and ventilation of school rooms, I am afraid, are receiving less attention than any other features pertaining to school work.

I have visited the schools more times than the law requires, and spent a longer time than formerly in the rooms

visited. While I feel that my visits are growing in usefulness both to the schools and myself, I am conscious of the fact that supervision is not close enough. I shall hail the time, and it is coming, when supervising principals shall be more numerous. This year there are three supervising principals employed, one in each of the following named districts: Glassboro, D. T. Steelman; Monroe, Homer T. Marsteller, and Woodbury, E. J. Fry. For the coming year one has been engaged for Greenwich district, making four for the county. These men supervise only teaching at such times as they may find such work useful to the teachers under them.

We have two well established high-school departments in the county—one with a full four years' course at Woodbury, the other at Glassboro, having a three years' course. As time advances and the school at Glassboro grows, I am confident a four years' course will develop there as strong as any in the State. High school work is being done in every district in the county particularly in Clayton, Greenwich, Mantua, Monroe and Woolwich.

We are still following our uniform course of study and with good results. We found, after our pupils' examination this year an increased number of graduates in each of the four grades of work: High school, grammar school, second grade and third grade. Our third grade work includes the first four years of school life; the second, the fifth and sixth years.

*Libraries.*—The Teachers' Pedagogical Library is growing. We now have \$100—\$50 from the State and \$50 from the teachers of the county—with which to add to its growth.

Our last Teachers' Institute was attended by every teacher in the county except two, who were excused on account of sickness. The program and the instruction given at our institute were appreciated by the teachers and found of great help to them. Often during the year teachers have said to me: "What a good institute we had!"

I am confident that our teachers are growing better, stronger, more helpful, more conscientious and more thoughtful in their work each year.

The teachers' examinations were held at the specified time. There seems to be a falling off in the number of applicants for teachers' certificates. The reasons for which I am unable to give.

The attendance of pupils has increased this year over previous years. The attendance for school year ending June 30th, 1900





WEEHAWKEN HIGH SCHOOL

## CUMBERLAND COUNTY.

JOHN N. GLASPELL, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent :*

DEAR SIR—I have the honor of submitting this, my eighth annual report of the condition of the schools of Cumberland county.

I have the pleasure of reporting that the schools of Cumberland county are in a very satisfactory condition.

The Boards of Education and teachers have worked harmoniously during the year. The School Boards have shown much interest in the schools, the care of school buildings, the engagement of teachers and the supplies needed for the schools.

Few changes have been made in the teaching force of the county; a large number of the teachers have held their position for years, and by so doing have become familiar with existing circumstances, and have been able to adjust their methods to meet them.

I am glad to say that the teachers of the county are gaining in efficiency every year; there is a demand for teachers of broad education and more thorough equipment for the work: this is as it should be, the best equipped teachers are the most enthusiastic, they are always present at our teachers' meeting, are ever ready to uphold the cause of education.

Our teaching force outside of of Bridgeton and Millville consists of

Nine teachers holding first-grade State certificates.

Nine teachers holding second-grade State certificates.

Eight teachers holding third-grade State “

Thirty-six teachers holding first-grade county certificates.

Thirty-four teachers holding second-grade county certificates.

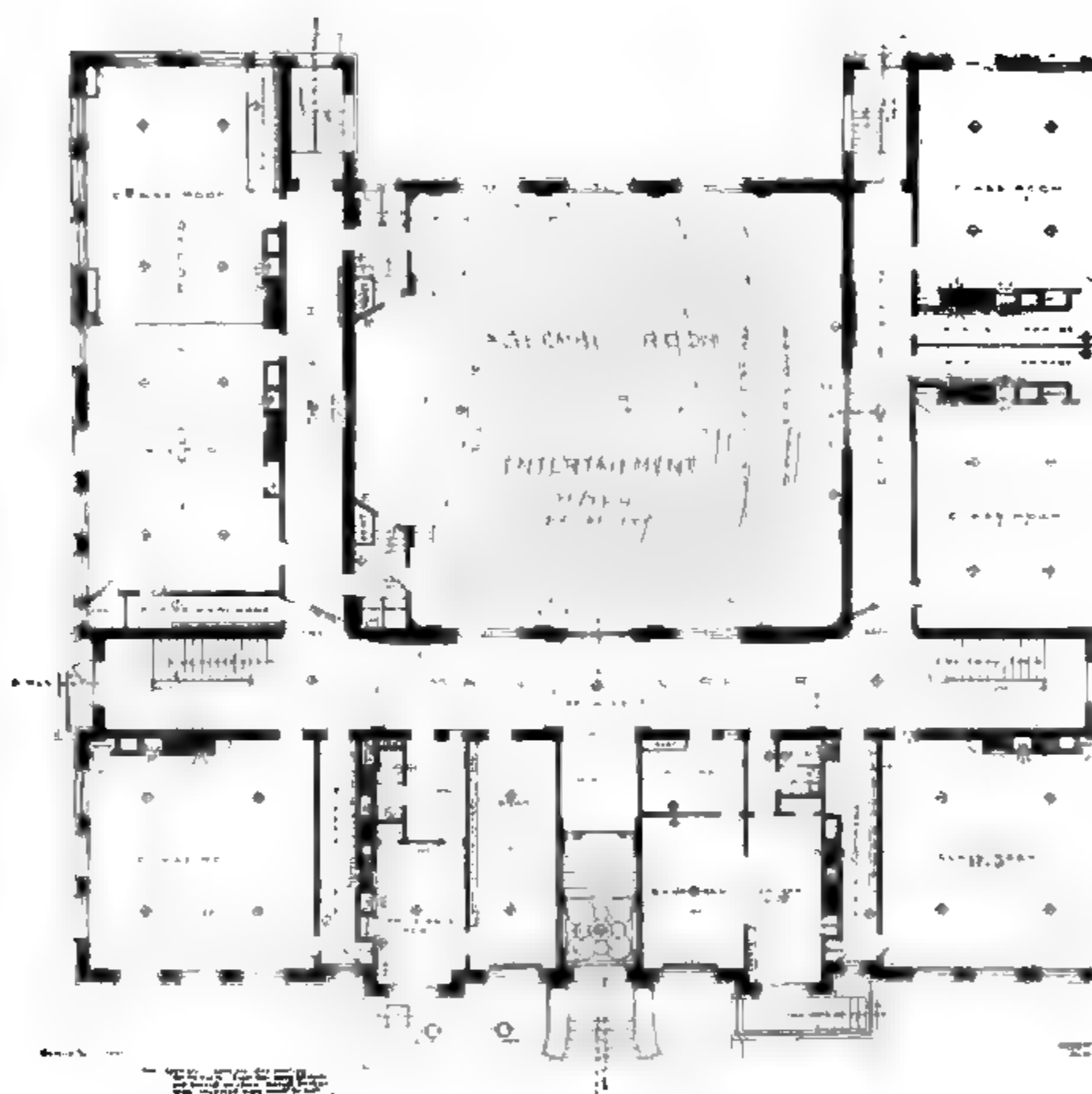
Twenty-nine teachers holding third-grade county certificates .

*School Board Meetings.*—We have held two meetings during the year. I find that the greatest difficulty is to secure the attendance of the people who most need the information that re-









All rooms to be lighted with gas  
 and heated with steam  
 and ventilated with fresh air  
 and to be fitted with fire  
 escape and fire alarm system

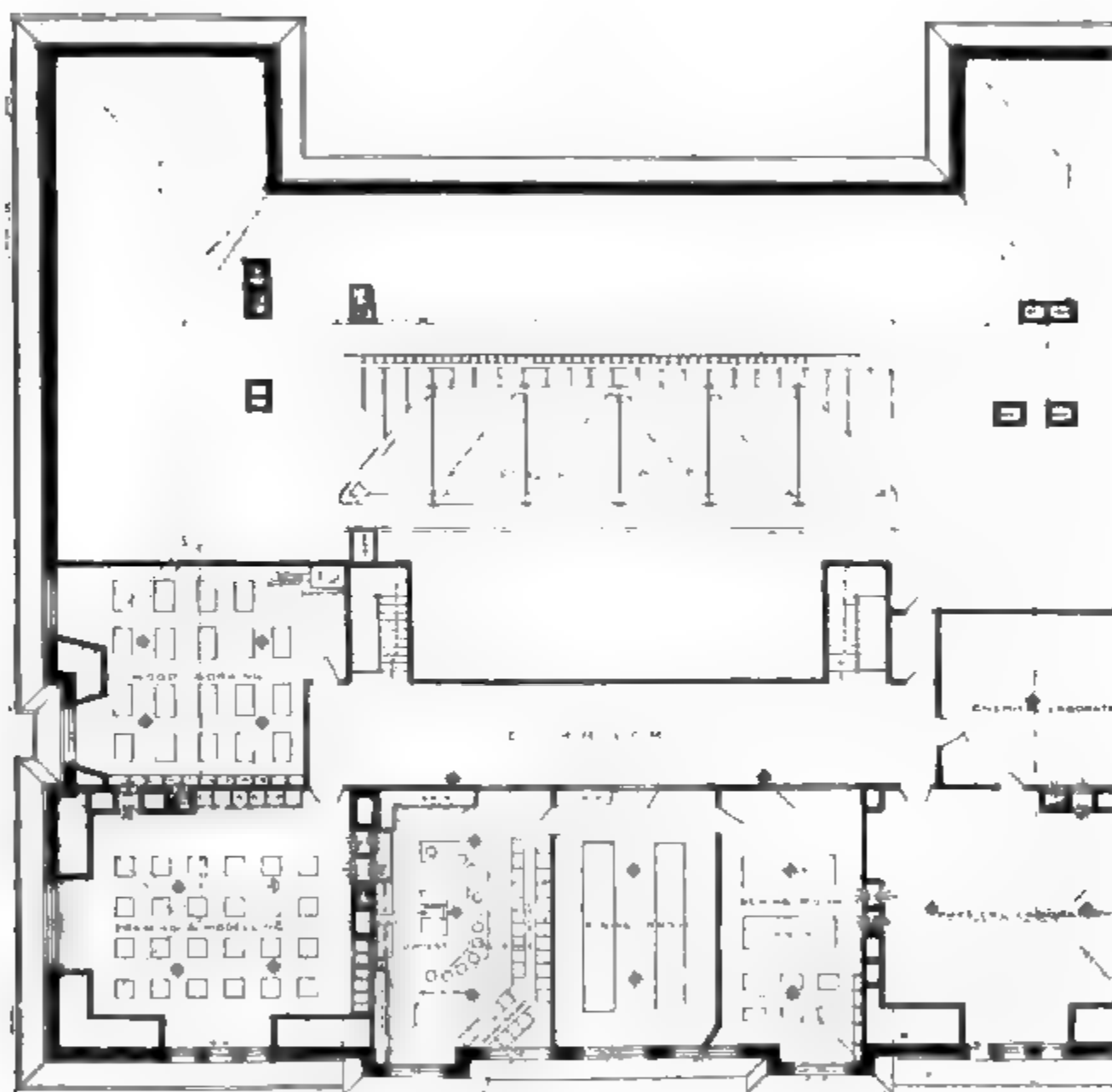
PLAN OF FIRST STORY.

training, form the greatest menace to its welfare. The school authorities have to combat not only the habits of the child but the indifference of the parent. And even if by great diligence, through the aid of the truant officer, such children are kept in school, it is a most difficult task to make any impression on the habits and feelings of the children when, opposing all effort in such direction, his environment for nineteen hours of the twenty-four is calculated to lead him in an entirely different direction. It is generally felt here that the parental school provisions in the law do not go far enough. Ungraded schools and classes have been tried to some extent but, except in cities or very large towns, these do not seem feasible. It is felt that what is needed is legislation that would permit a county or other definite district to establish and support a school, where, for a time children would be taken away from the harmful influence that habitually surrounds them, and to which they may be sent without that disgrace which attends the commitment to a reform school. The Essex County Schoolmasters' Association has taken up this matter, and has appointed a committee to investigate the working of such schools elsewhere and to present the need of them in New Jersey.

*Supply of Teachers.*—Essex county strongly desires the establishment of another State Normal School in this end of the State, for two reasons. First, because it is seen that our present State Normal School, of which all are justly proud, although greatly crowded cannot supply the demand for trained teachers. This demand has increased greatly in recent years and will continue to increase. Eight years ago there were six districts in this county, in which scarcely a dozen teachers were Normal School graduates. At the present time these six districts employ 130 teachers, but 22 of whom are not graduates of normal or training schools. It is rarely the case that a new teacher is employed in this county unless she is a normal graduate. There have been made for the coming year 71 new appointments of teachers. Of these 23 are graduates of the New Jersey Normal School, 25 are graduates of State Normal Schools in other States, 11 are college graduates, 6 are graduates of kindergerten training schools other than our own State Normal School, and 6 are without special training. All of them except the college graduates should have been supplied by our own State schools. But in a large proportion of the cases some experience was required, and as I am told repeatedly by supervising principals and district clerks, Trenton graduates cannot be found for the positions.







1. 2nd floor plan

• PLAN OF ATTIC •

Model C. D.  
July

was 83.9 per cent., that for the present year 88.3 per cent. Tardiness of pupils is on the decrease, that of last year being .75 pupils per teacher, this year .66 pupils per teacher.

In conclusion, I would say that I appreciate the help given and the many courtesies shown me by all connected with the State office, by the Boards of Education and the teachers of the county.

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## HUDSON COUNTY.

M. H. KINSLEY, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I have the honor to transmit herewith my second annual report.

Educational progress has been steady in this county during the past year. Many of the teachers have taken advantage of the courses offered by Columbia and New York universities, and are well satisfied with the results. In connection with this work a larger use has been made of the pedagogical library. Higher certificates have been obtained by many, and several teachers have taken examinations leading toward State certificates.

There is a steadily growing sentiment throughout the county toward securing trained teachers. Boards of Education are refusing to place new teachers simply because of influence. Higher salaries are paid to those appointed, and in several instances a general increase of salary has been made. Weehawken still leads in the payment of salaries to women. The average monthly salary of 24 teachers for the past year was \$71.01.

Through the courtesy and generosity of the Board of Trustees of the Manual Training School of Hoboken, I am able to have a well equipped office in their building at Park avenue and Fifth street, Hoboken. My office hours are from 3.30 to 5.00 p. m., Mondays and Thursdays.

All of our systems maintain teachers' meetings, which prove helpful in giving better methods and unifying the work. I have spoken at several of these meetings.

Supervising Principal Bliss, of Kearny, maintains a lively interest in a mothers' and teachers' meeting. Many men find time to attend the meetings, and much help is thus gotten from the parents for the advancement of educational sentiment in the town .

Thirteen schools under my supervision raised about \$375.00 for library purposes. No. 6, Kearny, and No. 3, Weehawken, raised over half the amount mentioned for the purpose of establishing libraries. In a number of the schools the libraries are a potent factor in education.

The rapid growth of New York is reflected in the towns of this county. Kearny opened No. 6 in September of this year, and immediately began to prepare for the accommodation of the eastern part of the town by the erection of No. 7, which will be ready for use about December 1, 1902. Each of these buildings have eight rooms and an assembly room. North Bergen has completed a new building in the Woodcliff section, and is making extensive improvements in No. 5 at East New Durham. Weehawken opened a splendid building March 6th, 1902. While a description of this building would be entirely too long for this report, it may be of interest to note the program of the formal opening, together with a few cuts of the building:

#### PROGRAMME:

Orchestra—March: "On Duty" .....	Rosey
Orchestra—Overture: "Tempelweihe" .....	Kéler Béla
Opening Address .....	George W. Bond, Jr.
Chairman of Committee of Arrangements	
Address .....	Hon. C. J. Baxter
Superintendent of Public Instruction of the State of New Jersey	
Orchestra—Idylle: "In Beauty's Bower" .....	Theo. Bendix
Address .....	Hon. Edward Russ
Member of the State Board of Education for Hudson County	
Orchestra—"Wedding of the Winds" .....	J. T. Clark
Address .....	Professor R. W. Prentiss
Professor of Astronomy, Rutgers College, New Brunswick, N. J.	
Orchestra—Deux Temps: "Harlequin" .....	C. R. Hirst
Address .....	Hon. William D. Forbes
Member of the State Board of Education for Hudson County	
Orchestra—Intermezzo: "Héloïse" .....	Otto Langley
Address .....	M. H. Kinsley
Superintendent of Schools for Hudson County	
Orchestra—Selection: "Florodora" .....	Leslie Stuart
Presentation of Flag .....	Dr. John T. Luck
Chaplain Ellsworth Post, No. 14, G. A. R., Department of New Jersey	

North Bergen, Weehawken and Guttenberg used the county certificate of graduation for the first time. In my opinion the use of these certificates will encourage many pupils to complete the course who would not otherwise do so.

I was able to attend the graduating exercises at Union Hill, West New York, No. 5 North Bergen, Guttenberg and Weehawken. At each of the places I urged the necessity of the establishment of a normal school in the northern part of the State. Without exception the idea was received with enthusiasm.

In closing this report I wish to thank you and every member of your office force for helpful suggestions and courteous treatment.

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## HUNTERDON COUNTY.

JASON S. HOFFMAN, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—As a short summary of school conditions in this county for the year closing June 30, 1902, your attention is respectfully called to the following:

Total enrollment, 6,682. Average daily attendance, 3,762. Average term, 9.6 months. Total number of teachers employed, 161—36 males and 125 females. Average monthly salary—males, \$51.88; females, \$38.66. Normal graduates, 53. College graduates, 6. Certificate qualifications—4 first-grade State; 37 second-grade State; 4 third-grade State; 47 first-grade county; 34 second-grade county; 35 third-grade county.

*School Buildings.*—The improvement in school accommodations has been a marked feature of this year's work. The long and bitter contest in Franklin has resulted in the erection of a new building at Pittstown and the abandonment of the old building in Alexandria. The borough of High Bridge has voted money for the erection of a new eight-room brick building. Raritan has erected a new one-room building at Voorhees' corner, and provided for a new building in northern end of town-



ship, to be known as "Century School No. 11." All of the schools in this township—10 in number—have been painted and placed in first-class condition, worn text-books been replaced, and a full line of supplies placed in each school. Tewksbury has remodeled the New Germantown school at a cost of \$2,500. East Amwell is agitating better school facilities in the village of Ringoes. It has been my pleasure to attend several public meetings in this village and discuss the school needs of the community. A persistent effort to establish a select school, ~~has~~, I believe, been defeated by an enlightened public sentiment insisting that the public shall be made to meet the demands of modern educational ideas, and I hope to report next year the erection of a new two-room building on an acceptable site.

Bunher-Hill school in Alexandria and Sunnyside school in Franklin have been abandoned.

I am sure you will appreciate, with me, the pleasure of something accomplished in this county without exacting the penalties of the school law.

*School Board Association.*—This association held one meeting on May 8th, in the Court House, 39 members responded to roll-call.

The entire day was spent in an informal discussion of the revision of the school law and detailed reports of work along administrative lines.

*Teachers' Association.*—The three local associations maintained their organization and held regular monthly meetings during the year. These associations are an inspiration to every teacher in the county. The interesting and instructive discussions upon every variety of subject of school interest arouses such study and investigation as unconsciously leads the individual to a higher plane of professional usefulness. The second annual union meeting of these associations opened in the Court House on Friday evening, May the 16th. A large and appreciative audience listened to lecture by Professor E. L. Kemp, principal East Stroudsburg, Pa., Normal School, subject, "Abraham Lincoln." The "Bar" was decorated with an excellent bust of the immortal Lincoln, draped with the "Stars and Stripes," kindly loaned from the collection of Mr. H. E. Deats. Professor Kemp, in a masterful manner and charming style presented the life of Mr. Lincoln in an original way, emphasizing the prominent and original characteristics of his strong individuality, indomitable perseverance in overcoming the disadvantages of his

early surroundings, his masterful self-secretive and far-sighted political statesmanship, his marvelous command of language, his unique illustrative humor, his knowledge and command of the public men who all believed themselves his superiors, his matchless leadership, which, as the years roll along, marks him the one-pre-eminent character in the most critical period of our nation's history.

The Saturday forenoon session was opened by the County Superintendent, who complimented the teachers present on their devotion to duty as evidenced by their voluntary gathering in local, county, State and national associations for the discussion of vital questions connected with their work. The tendency of such gatherings is to broaden the teacher, correct the narrowness and self-conceit incident to the isolation of the school-room. The tendency of the age toward combination and industrial commercial life and the advanced educational standards for professional life add increased burdens on the teacher, and make his work the subject of general investigation and criticism.

Professor Kemp followed, treating the subject of reading from the literary standpoint, showing the methods in use and the object to be obtained. He urged upon the teachers the necessity of having pupils fully understand the meaning of the author, and illustrated from personal observation among High School graduates, in his own class in literature, what vague and ill-defined ideas young people may have of figurative language. The mechanics of reading can never make an intelligent reader, he must understand the subject-matter and content. He gave a practical illustration by a clear and full development of Lord Byron's "Sennacherib."

Principal E. Dale Field, of Clinton, discussed the daily program, suggesting that subjects requiring closest attention, memory and accuracy be assigned to periods of least fatigue as revealed by the study of psychological laws, and the deductions made from experiments in child study. He also urged greater flexibility, and criticized the "time-table" scheme of "railroading" classes through the day.

Supervising Principal H. C. Krebs, of Somerville, had for his subject "The True Aim." While agreeing fully with Colonel Parker that school is life, and not merely preparation for it, he argued in a very clear and convincing manner that it is the formative period wherein the "true aim" of the teacher should be to fit pupils for self-control, illustrating his talk by personal experience from his school work in Hammonton, N. J., where, under the inspiration of lessons forcibly impressed from the life

of Pericles, were produced most pleasing and satisfactory results. He advocated and illustrated the method of impressing literary "gems" upon the youthful mind.

The subject of Elementary Science was discussed by Principals Paul R. Radcliffe, S. O. Myers and E. P. Stout.

A report from each of the local associations, embracing the work covered by each during the year, closed the morning session.

The afternoon session opened with an address by Hon. C. J. Baxter, State Superintendent. His theme was "The Larger Horizon."

He began by showing the unselfishness of teachers, saying that whenever he asks a company of teachers about the nature of topics to be treated at county institutes, the subject of the reply is invariably, "Give us something to take back to the schools." American teachers must be persons of broad minds. Their work is to help make citizens of the children of all nationalities. They must comprehend the idea of expanded America and expanded Americanism. The opportunity of American teachers is large and their responsibilities very great. One-fifth of our population is in school; but in spite of our free schools a million of our voting population cannot read or write. We are all factors of a national life as well as a common life. As there is personal honor, so there is a national integrity. Pupils should be trained in these larger ideas of personality.

Superintendent Baxter's thoughtful and able paper was briefly discussed by Principal M. L. Glazer, of Reading Academy. Mr. Glazer pleaded for a broader education of teachers and their assumption of a greater interest in public affairs. The teacher is ever moulding the character of her pupils, therefore, in all respects the teacher should be an ideal citizen. No other persons have such opportunities to exert unlimited influence over the rising generation and train it for citizenship. The fact that we are units of a State and a nation, as well as of a community, must be taught to the young. They must be made to see this truth and feel a personal responsibility of State and national honor.

The Teachers' Retirement Fund was ably advocated by Miss Elizabeth A. Allen, of Hoboken, N. J. Miss Allen is a pleasing and convincing speaker, and is so thoroughly interested in and conversant with the entire history of this beneficial organization that teachers always greet her with cordiality.

A very pleasing feature was a message of greeting from the Somerset County Teachers' Association in session at Bernards-





PRINCETON MODEL SCHOOL.

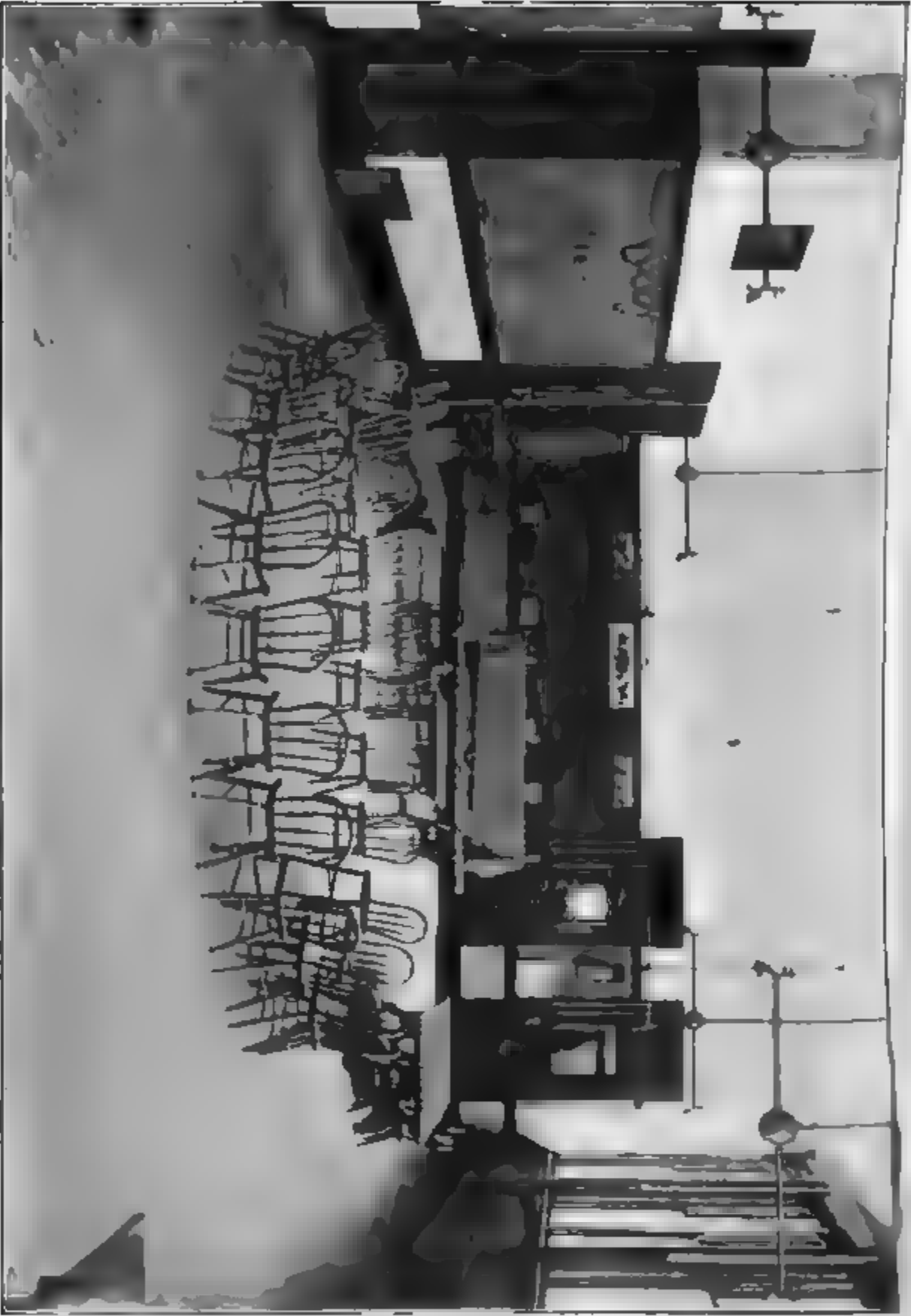




PRINCETON MODEL SCHOOL AUDITORIUM.







THE KINDERGARTEN

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*Teachers' Institute.*—Our annual Institute was held in Allen's Opera House in Flemington, on December 2d, 3rd and 4th. The lectures of Messrs. Barnes, Elson and Miss Connolly were highly pleasing and instructive as well as thoroughly practical. The official program was fully carried out. There was a full attendance of teachers, whose thoughtful attention gave evidence of their keen appreciation of the excellent program.

*School Libraries.*—Two new libraries have been established and additions made to 19. This very important auxiliary work is receiving careful attention in our schools.

*Miscellaneous.*—Visitations have been made as reported to you quarterly. Teachers' examinations have been held at stated times during the year, and 15 third-grade, 8 second-grade and 6 first-grade certificates have been issued. The pupils' grammar grade examinations were held the first week in June, and diplomas issued to 91 graduates. Arbor Day was generally observed in the schools of this county. The Chosen Board of Freeholders at their regular May meeting unanimously passed a resolution authorizing the Committee of County Buildings to secure suitable office rooms for the County Superintendent of Schools. The committee acted without delay and a suite of rooms were secured in the Shield's building and an "Educational Hall" is now a reality in this county. The year has shown a marked improvement in school matters throughout the county.

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## MERCER COUNTY.

A. W. HARTWELL, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—In the "Business World" it is customary in estimating the standing of corporations organized for the production of useful commodities or for the generation of power, to consider the amount of capital invested in the "plant." A liberal expenditure of money in the construction of suitable

buildings and the purchase of machinery, is generally regarded as evidence of good faith on the part of the proprietors. Shrewd business men do not usually waste money in the construction of a "plant" which is not designed to be permanent. In like manner the constant "betterment" of the "plant," betokens continued confidence in the value of the original purpose.

In the "Educational World" a somewhat analogous condition prevails. As the public faith in the necessity and value of education has increased, more liberal appropriations of money have been made, and better school-houses have been erected in better locations. Most hopeful signs of the times are the provision of ample playgrounds for the children and the introduction of modern furniture and modern methods of heating and ventilating.

With the exception of four small boroughs, the part of the county under my supervision is strictly rural. The taxpayers are chiefly farmers whose lands have almost alarmingly decreased in market value during the past few years. Many men know that at a forced sale, their lands would not realize the price at which they are rated by the assessor. It is, therefore, creditable that the 52 school properties owned by the several districts are conservatively estimated to be worth \$205,750. Fifty-one school-houses, containing 84 class-rooms and capable of seating comfortably 3,851 children, are now in actual use. For the reasons previously mentioned, Boards of Education have been constrained to practice rigid economy in the management of the schools under their charge, but nothing really necessary to the welfare of the schools has been omitted. The people have responded promptly to calls for money for the erection of new buildings and for the enlargement and repair of others as the case may be.

One of the most notable instances of the enlargement and improvement of school property, is furnished by the Borough of Princeton. At an expense of \$25,000, the former school building has been completely remodeled and its seating capacity nearly doubled. Modern conveniences have been added so that the building is now "up-to-date" in every respect.

The accompanying cuts will illustrate very clearly the nature and extent of the improvements which have been made.

*The Teachers' Library.*—By the expenditure of a balance of \$27 remaining in the hands of the committee, the following works of special interest to teachers were added to the library on March 29th, 1902:

- “~~School Sanitation and Decoration~~,” Burrage & Bailey, two copies.  
“Quiz Book on Theory and Practice ~~of Teaching~~,” ~~Southwick~~, three copies.  
“Walks and Talks,” Smith, three copies.  
“Best Methods of Teaching in Country Schools,” Lind, three copies.  
“History of Education,” Seeley, three copies.  
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The library now contains 245 volumes of well selected books, and it is a source of professional improvement, which is highly appreciated by the teachers.

*School Libraries.*—Since my last annual report the interest in school libraries has been well sustained. With the exception of three all the schools under my supervision are supplied with libraries of carefully selected books. Teachers have the means of encouraging pupils to read good literature. Many voluntary reports from young readers have been received during the year, and they are very gratifying as evidences of a growing taste for pure and helpful books.

An effort will be made to have many of the libraries recatalogued so that a permanent record may be kept in each school in which a library is located. That such records are sorely needed, is shown by the meagre and unreliable character of the statistics given in the annual reports. Teachers are unable to get the required information, because no records have been kept either by preceding teachers or by district clerks. It will be a great public benefit to establish a better system of management throughout the schools. Every thoughtful teacher deprecates the present laxity and may be relied upon to co-operate in an effort to remedy the evil.

*Arbor and Bird Day.*—The ice storm of February 21st did much damage to trees and shrubbery, and many persons, particularly children, experienced a genuine revival of interest in tree and plant culture. This sentimental awakening of sympathy led to a very general and proper observance of Arbor Day.

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to the "Bird Day" observances previously instituted by you. Birds and trees are now so closely associated in the minds of the children that thoughts of the one will naturally suggest thoughts of the other. A joint observance will really serve a better purpose than two separate ones.

*The Teachers' Institute.*—The Institute held on Thursday and Friday, November 21st and 22d, in the Auditorium of the Trenton High School, was very successful. The attendance was large and the instructors, Miss Louise Connolly and Professors Albert, Barnes and Whitbeck, enlisted the attention of the teachers by their admirable presentation of the themes selected by them. These annual assemblies exercise a marked and highly beneficial influence upon the teachers of the county.

*School Visitations.*—The elements seemed to conspire both in the Fall and in Spring to facilitate my tours of the schools. It was my good fortune not to be "storm-staid" in a single instance. The good weather favored me also by encouraging a full attendance at the schools. During the Fall tour there was present in the several school rooms an aggregate attendance of 2,050 pupils. During the Spring tour the aggregate attendance was 1,760 pupils. The diminished attendance was owing to the fact that corn planting commenced several days earlier this year than last.

It is the purpose of my visits not only to see and hear, but to help both teachers and pupils in every possible way. No part of my work gives me so much pleasure as this "house to house" visitation.

*The New Method of Apportionment.*—The general distrust of the method of apportioning school moneys on the basis of attendance, proves not to have been well founded. Only two districts were unfavorably affected in the first distribution, and the increased attendance during the past year will no doubt remove all cause for complaint in the next distribution or apportionment. The new method entails upon teachers and superintendents considerable extra labor, but they will not object to that, if the efficiency of the school is correspondingly increased.

The Teachers' Club and the County School Board Association have exercised a good influence upon the school affairs of the county during the past year. An earnest effort will be made to increase the efficiency of both organizations during the coming year.

ough the preceding facts are not capable of tabulation, it is that they may serve to show that affairs educational in our county are in a healthful condition.

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## MIDDLESEX COUNTY.

H. BREWSTER WILLIS, COUNTY SUPERINTENDENT.

*on. Charles J. Baxter, State Superintendent:*

DEAR SIR—I herewith submit to you a report of that portion of public school work in Middlesex county for the year ending 30th, 1902, which can be partially presented on printed

*ool Inspection and Visitation.*—The inspection of school duties, visitation and examination of the work accomplished in each school room, the compliance of teachers and schools with the county course of study and the school law generally have received the attention required by the State school authorities.

*iform County Course of Study.*—The report from Middlesex county under date of 1901 contained the minimum standards of school-work for the first eight years, (primary and grammar departments), and the county method of testing of pupils who completed the primary and grammar departments, under the county course, together with the testing results.

The following is the high school course, ninth, tenth, eleventh and twelfth years of work, together with a high school commercial course for the ninth and tenth years:

## HIGH SCHOOL DEPARTMENT.

*9th Year.*—Advanced elocution, advanced composition, Latin, algebra, geometry, physiology, bookkeeping.

*10th Year.*—Latin, algebra, literature, outline history, physiology, physics.

*11th Year.*—Latin, geometry, literature, chemistry, botany.

*12th Year.*—Latin, literature, astronomy, geology, advanced mathematics, Greek, German.



## COMMERCIAL COURSE:

*Ninth Year.*—English, penmanship, commercial arithmetic, bookkeeping, stenography, typewriting.

*Tenth Year.*—English, penmanship, bookkeeping, business practice, banking, commercial law, commercial geography, stenography, typewriting.

A subject from the departments of science, history or mathematics may be substituted throughout the course for either bookkeeping, stenography or typewriting.

The testing committees prepared the county test questions, which were adopted by the joint committee, composed of the three committees, making the questions the same throughout the county, and were approved by the State Superintendent of Public Instruction and the County Superintendent. The written answers to said test questions by the pupils were examined and marked by the committee representing the three school divisions of the county, the final results being reported by said committees to the office of the County Superintendent, whereupon the successful contestants were notified of their right to promotion which fact would be publicly announced on the district school commencement day, and certificate of promotion presented.

## MIDDLESEX COUNTY SCHOOL BOARD ASSOCIATION.

Uniform rules for School Boards. Duties of Supervisors. Report of District Clerks. Report of Supervising Principals. Addresses. Discussions.

*Minutes of Meeting, November 27, 1901.*

The banquet room of the Mansion House in New Brunswick was well filled with School Board men, there being 116 members present.

There were eighteen tables, one table for each Board of Education in the county. There were present among others Congressman Benjamin F. Howell, Dr. Louis Bevier, Jr., member of the State Board of Education, Daniel W. Clayton, Clerk of the Board of Chosen Freeholders, and William Carman, Deputy Sheriff, Ossian Lang, editor of the *New York School Journal*, Rev. J. A. Trimmer, S. E. Shull, City Superintendent of the public schools of Perth Amboy, and William Clinton Armstrong, City Superintendent of the public schools of New Brunswick.

The call of the districts revealed the fact that every school district in the county, including cities, was represented.

The president in his opening remarks called attention of the association to three printed pamphlets, which had been placed on the table in front of each member, namely, the Middlesex County School Directory, county course of study and the annual report of the school work for the year by the County Superintendent.

He insisted that school buildings and school children should be in charge of a teacher, or teachers, from 8.45 a. m., to the hour of closing in the afternoon. That a teacher, or teachers, should remain on the school premises during the nooning hour, and children remaining at the noon hour should not go beyond the limits of the school property, or the eye of the teacher or teachers in charge. That the public school being composed of pupils from all classes and all grades of homes and society, as much evil might be disseminated as good accomplished, during the school sessions of the day, unless constant and wise supervision is exercised at all times, while the pupils are assembled upon the school premises.

In obedience to the request of the association, the County Superintendent presented a report upon uniform rules and regulations for the government of the Boards of Education throughout the county, including the duties of the supervising principals, as follows:

The supervising principal sustains to the Board of Education, the relation of a professional assistant for the purpose; primarily, of supervising the pedagogical work of the district under the direction and supervision of the county superintendent of public instruction.

Secondarily, to assist the Board of Education in the administrative work of the schools; distributing supplies, suggesting improvements and commending good work accomplished by pupils and teachers.

Briefly stated, the following are among the pedagogical duties of a supervising principal:

First—To prepare and have approved by the Board of Education suitable uniform rules and regulations for the control of the pupils and defining the general duties and requirements of teachers and janitors, and to insist upon the enforcement of the same:

Second—To require compliance with the school law in the keeping of the school register; the observance of the county course of study, and giving aid to the county superintendent by written report, conferences, and otherwise in the enforcement of the county and State educational measures.

Third—To make such frequent inspection of the daily work of the teachers and pupils and the condition of school properties as will enable him to keep the schools abreast with the county standards of yearly work, and to render monthly reports to the Board of Education relative to the condition of the schools under its jurisdiction.

Briefly stated, the following are among the administrative duties of a supervising principal:

First—To secure, as nearly as possible, without house to house canvass, a school census of children within the school age.

Second—To ascertain, monthly, if possible, how many children are enrolled in the district; the names of pupils who have not been vaccinated; the names of pupils, ill or well, quarantined by the order of the Board of Health.

Third—To keep a list of text books furnished to each school; report the condition of the same, from time to time, and keep a record of all school supplies, in store, for the information of the Board of Education.

The above report was accepted and approved, and ordered printed for the use of the Boards of Education and the supervisors.

Professor Wilmot, supervisor of music in the schools in the City of New Brunswick, enlivened the occasion by a vocal solo, to the great enjoyment of all.

Each school district, including the cities of New Brunswick and Perth Amboy, made very full and excellent reports of the school work accomplished. A prepared blank was furnished to each board upon which to record the corresponding items as reported by the different districts for the purpose of comparison. These blanks proved to very interesting and instructive as they revealed all the details of the school work in the respective districts, such as the amount of special tax raised, salaries paid to teachers, text books, supplies, salary paid to janitors, average cost of schooling for a child, number of school meetings held by the Board during the year, the increase in the number of teachers, the average number of pupils in a class-room, and the improvements in the pedagogical and administrative work of the district generally.

Mr. Ossian Lang, editor of the *New York Journal*, gave a very able and timely address on the subject of the need of supervising principals.

At the conclusion of his able address Mr. Lang kindly offered to print the rules and regulations for the government of the

ards of Education and the duties of the supervisors, as reported by the county superintendent, free of charge.

Professor Wilmot again varied the proceedings by a song, after which the supervising principals made a report which embraced the number of pupils in each year of work, the number of pupils enrolled, in November 1, 1900, and November 1, 1901, a comparison revealing the fact that in almost every instance there was an increase of enrollment in the number of children attending school since the new school law went into operation; the estimated number of school children attending 75 per cent. of the school year; the estimated number of children attending 75 per cent. of the school year; the number of absentees by reason of sickness; number of visits made by the supervising principal; number of meetings of teachers; the number of pupils promoted in the different years of work; the number of pupils who had not missed a school day during the year.

Considerable time was consumed in the discussion of the various items contained in the reports of the district clerks and supervising principals.

The treasurer, D. W. Clayton, reported that the bills of the association were all paid.

After an instrumental selection by Hart's orchestra, the members joined in the song "America," after which adjournment was ordered.

#### *Minutes of Meeting April 30, 1902.*

Initiation in Township Schools, Old School Pail, New School Houses, Vaccination.

There were School Board men present from all over the county.

Among those present were: The President, Assemblyman M. Whitford, Rev. W. T. Dorward, of Stelton; Fred B. Kilmer, president of the Board of Health of the City of New Brunswick; Professor Louis Bevier, of the State Board of Education, and Dr. F. E. Riva, of Milltown.

The death of John C. Evans, superintendent of the Milltown Rubber Factory, president of the Board of Education of the Borough of Milltown, was announced by Dr. F. E. Riva, of said Borough, who offered suitable resolutions, which were upon motion, spread upon the minutes.

A nomination committee reported and recommended the reelection of the present officers.

County Superintendent Willis, in his address, stated that he had completed the visitation of the county schools, numbering 167 school rooms.

He found 75 per cent. of the teachers strong in their work of development, and skillful in management; 15 per cent. of the teachers indifferent, and 10 per cent. of the teachers of little value. He expressed himself as much pleased with the improvements in many school buildings.

After announcing the district school commencement days of the county, he introduced Fred B. Kilmer, president of the Board of Health of the City of New Brunswick, who spoke upon school sanitation in townships.

He spoke at some length upon the school water supply, enumerating the diseases which are likely to be contracted and spread from impure wells, and urged the Board of Education, as a mere business proposition to have the water supply analyzed. He warned the Board against the use of the school pail, as it was the means of spreading disease, and suggested in its place a simple stone jar with a faucet and cover. He thought this substitution better than individual drinking cups.

Mr. Kilmer then stated the method to be pursued to get rid of infection when discovered in the school-room and dwelt at some length upon the importance of vaccination in a most practical and instructive manner.

Reports were then read by the district clerks of the various school districts upon the question of the number of pupils and teachers vaccinated within the past five years.

Cranbury reported 5 per cent. of pupils had not been vaccinated, all teachers had been vaccinated. Dunellen reported 11 per cent. of pupils had not been vaccinated, all teachers had been; East Brunswick, 29 per cent. of pupils had not been vaccinated, all teachers had been; Helmetta, all pupils and teachers had been vaccinated; Monroe, 45 per cent. of pupils had not been vaccinated and 15 per cent. of teachers had not been; Raritan, 11 per cent. of pupils had not been vaccinated, all teachers had been; South Brunswick, 15 per cent. of pupils and 10 per cent. of teachers had not been vaccinated; South Amboy, 12 per cent. of pupils and 6 per cent. of teachers had not been vaccinated; Piscataway, 70 per cent. of pupils and 50 per cent. of teachers had not been vaccinated. The above reports were carefully considered and freely discussed.

Rev. Dr. Dorward, pastor of the Baptist Church, Stelton, made a spirited address, full of humor and sound advice on modern education.

Mr. Martin King, who was present from Newark, recited several times during the session, making some happy hits upon the school work.

The president announced the amount of money each district would receive from the State upon the new method of distribution, based upon school attendance. At the close of the session the following resolutions were adopted:

Resolved, That if children in school have not been successfully vaccinated within two years, last past, they shall be required to be vaccinated within two weeks from the date established by the Board of Education, after proper notification.

Resolved, That each School Board require each new pupil to present a certificate of successful vaccination before entering school.

*Teachers' District Professional Teachers' Circles.*—The fourteen District Professional Teachers' Circles have held meetings, monthly, and in some instances bi-monthly, and pursued the course of professional reading suggested by the Pedagogical Library Committee, from works furnished by said committee and discussed school subjects generally, doing a most commendable work on social and professional lines.

*Pedagogical Library.*—The Middlesex County Pedagogical Library Committee is composed of the following members: H. Brewster Willis, president; W. C. Armstrong, city superintendent of New Brunswick, vice-president; J. Alfred Wilson, secretary; S. E. Shull, city superintendent of Perth Amboy; treasurer, Thomas G. Van Kirk; recorder, Harry Cathers; librarian, J. E. D. Heiniken and R. M. Fitch, assistant librarians. The library contains 1,000 copies of the most modern professional works. Two hundred volumes have been added during the year.

The library rooms are located at No. 358 George street, in the City of New Brunswick, in the City Public Library Building. The library rules may be briefly stated as follows:

A course of reading consists of one work on Psychology, one work on History of Education or Pedagogy and two works on Theory and Practice of Teaching, selected from the Library and discussed at the regular meetings of the Teachers' Professional Circle. Officers of the Circle must keep a record of the work accomplished, and certify the same together with the attendance to the Library Committee on or before the 1st day of June of each year. Certificates will be granted during the County Institute each year to those who have completed the course.

The library will be open from 2 to 4 o'clock P. M. on the first Saturday of each school month, except September and October. Bookchests will be ready for distribution on the 4th Saturday of September and January. Books sent to the respective Circles are charged to the officers. All books should be returned, in bookchest, unless special permission to retain them has been granted by the Committee, on or before the dates above mentioned. The public school directory contains the list of work in the library.

*Teachers' Institute.*—The Teachers' Institute convened November 25th, 26th and 27th, 1901, at the High School building, New Brunswick.

Earle Barnes, Louise Connolly, L. Seeley, Grace A. Wood and Charles A. Albert gave professional instruction, assisted by R. M. Fitch, C. H. Gleason, I. A. Lee, Florence Kitchell and J. M. Morgan, local instructor.

The following subjects were presented: "The Physical Child," "School Discipline," "Methods in History," "New Method in Arithmetic," "Education in Great Britain," "The Value of a Child," "Caution to Primary Teachers," "Mental Development of Children," "Principles of Teaching," "Aims in Education," "Self-Control and Self-Employment," "Underlying Principles in Teaching," "How to Teach Reading," "The New Education," "Elements of Success in Teaching," "Patriotism," "Character Building."

Music and entertainment were under the supervision of Miss S. T. M. Brown, pianist, and Professor George W. Wilmot, supervising principal of music in the New Brunswick public schools, assisted by Clarence Rolfe, Ella Nolan, Lester Melick, Clarkson P. Stelle, Herbert Evans and pupils of the New Brunswick High School in several beautiful choruses.

County Superintendent H. Brewster Willis presented the condition of the Teachers' Retirement Fund, and directed the teachers to the county vice-president for further information.

At the close of the report of the Pedagogical Library Committee, pedagogical certificates were presented to those teachers who had completed a course in reading, certified by the librarian-recorder.

*Social Session.*—The usual Tuesday evening social session of the teachers of the county, including the cities, was held at the Masonic Temple.

The session was divided into two parts. The first part the audience enjoyed very much. Rutgers' College Glee Quartet and were delighted with the very able address made by Dr. Lor



Bevier, Jr., and charmingly entertained by a very carefully prepared paper upon "The City of Jerusalem," by Miss Annie M. Keidel of Helmetta, one of our teachers who had very recently spent considerable time in the Holy Land.

The second part of the program was given up very largely to the promotion of sociability. About 400 persons were in attendance.

*Public School Exhibit.*—All the schools in the county presented a limited number of regular class work, at the Teachers' Institute. A room in the high school building was assigned for each of the twelve years of work, as provided in the uniform county course. This annual school exhibit is one of the most valuable institute instructors on our institute program. Upon the return of this regular class work, local exhibits are made in the respective districts which are awakening lively interest and revealing, very largely, the character of the work being accomplished.

*District School Commencement Day.*—Commencement Day exercises were held in 16 districts.

On these occasions the Boards of Education, teachers, principals, supervising principals and county superintendent have an opportunity to consult over the school matters of the district.

The exercises consists of national songs, vocal solos, instrumental solos, class school exercises, a report by each teacher, or principal of all the important facts connected with school work during the year read from the platform, and one or two brief school addresses.

The county superintendent was present at all of the sixteen district school commencement days, and presented the certificates of promotion to deserving pupils in the fourth and eighth years of work, as reported by the county testing committees.

Five years ago, when these exercises, including the entire district, were introduced, the attendance was comparatively small. At present it is with great difficulty that a building can be found of sufficient capacity to accommodate the audience.

These occasions have afforded an opportunity to concentrate all the public school forces of the districts; present to the taxpayer and all interested in public school work, the plain facts as to the condition of each school; the work accomplished in each school; commend honest progressive work; show the needs and recommend a method by which said needs may be supplied.



*Supervising Principals.*—It is with pleasure that I report that all of the school districts of the county are under a supervising principal, except four. We are indulging in the hope that the next annual report from this county will reveal the fact that all the districts have secured the assistance of such a valuable officer.

*Six New School-Houses.*—A four-room new brick school building, at a cost of over \$7,000, has been erected, during the year, by the Board of Education of East Brunswick school district, in the village of Spotswood, which is an ornament to the village, and will furnish much needed school accommodations. This building will be dedicated on Labor Day.

A new school building of four rooms, with most modern appointments, has been erected during the year at an expense of \$14,000, by the Board of Education of the school district of Woodbridge in the village of Carteret.

The American Snuff Company of the Borough of Helmetta, generously donated to the Board of Education, a spacious tract of land on which to build a school-house. The legal voters of said borough have authorized the Board of Education to erect a school building on said lot at a cost of \$10,500. Judging from the plans, which have been submitted, Helmetta school district will have one of the most modern and completely equipped school buildings in the county. The progressive educational spirit and liberality manifested by those in control of this manufacturing community is highly commendable.

Dr. Pierce, interested in New Bound Brook in the school district of Piscataway, donated a spacious school lot in New Bound Brook to the Board of Education, and the legal voters of the district have authorized the Board of Education to erect a graded school, on said lot, at a cost not to exceed \$6,000. Through the further generosity of Dr. Pierce a more costly school building has been erected.

The Board of Education of Raritan school district have been authorized to erect two new school buildings, one in that portion of the district known as Mt. Pleasant, and the other in that portion of the district known as Sand Hills. Both of these buildings are very much needed, and will greatly increase the school facilities in this district. By reason of the act of the Legislature, a portion of East Brunswick school district was embraced within the borough limits of Milltown. Recently the newly annexed portion, to said borough, was comprised within the school district of the Borough of Milltown, thus giving the said borough two graded schools and relieving East Brunswick

school district from what was formerly known as School No. 1. This division is likely to result to the best interests of both districts.

*Conclusion.*—The results presented in our statistical report are, perhaps, the best evidence as to the successful operation of the present school law.

These results, however pleasing, do not fully reveal the increasing appreciation of good school facilities, and the consequent generous response by the citizens of our county, to all calls for financial aid; nor the growing, broadening, educational spirit pervading the public school forces; all of which is largely due to wise legislation and progressive State Department regulation.

It was the privilege of the writer to be a member of the National Educational Association Committee on School House Legislation, which convened in Minneapolis, and made a report on the 10th day of July last, to the Department of School Administration.

It was the duty of said committee to examine, carefully, the legislation of the several States of the Union on the subject of approved school buildings from a sanitary standpoint. It was exceedingly gratifying to discover, from comparison of legislative enactments, that the legislation of our State, relative to ventilation, light, stairs, doors, floor space, air space, approved ceilings, and other school-house provisions, was the most progressive, sanitary and scientific of any legislation presented to the committee.

The report of the committee was in the form of a proposed legislative bill, which has been printed in the school journals throughout the country.

An examination of the provision of said proposed bill, which the several States are requested to adopt, will reveal the fact, that most of its provisions are identical with those contained in the school law of our State.

## MONMOUTH COUNTY.

JOHN ENRIGHT, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—Herewith is respectfully submitted my annual report for the school year ending June 30, 1902.

More school buildings, more pupils and more teachers sum up in a measure the steady march of progress of the schools in this county for the past year. We now have 387 teachers who are engaged in teaching 17,369 boys and girls in the public schools. This is an increase of 11 teachers and 297 pupils. The average daily attendance did not quite reach that of last year. This was due to severe snow storms of last winter, which for a few days kept all the schools closed, and which for considerable time caused a very irregular attendance in most of the rural schools. There has been an increase, however, in the percentage of attendance for the whole year. This indicates, of course, that on the whole better results in attendance have been secured.

Of the 387 teachers 118 have been graduated from the New Jersey Normal School, and 52 from the normal school of other States. Thirty-one are college graduates. It will thus be seen that forty-four per cent. of our teachers have been trained in normal schools. This is an increasing percentage and compares favorably with the teaching force in the most favored localities. The college graduates, as a rule, have taken in college pedagogical courses. Of the remainder most of them are graduates of good high schools, and have taken courses in schools of methods, or have had some special training in summer schools for their work. So, of the whole force, it may be truthfully said that they are worthy and well qualified. There were 104 who taught one year and less in their respective schools, and of this number 33 were beginners. There are two who have taught 31 years in their respective schools and have had no other experience. The average length of time taught in the same school is 5.05 years, while the average total experience is 9.84 years.

In a general way there may be two conclusions drawn from the above figures. First that there is a large degree of itinerancy among teachers. It always has been so and improvement in this direction does not keep pace with other things. It is apparent from any one that 104 teachers new to their places last year is a large—too large—a proportion of the whole number, 387, employed. Of these 33 were beginners, leaving 71 who actually changed places last year. It would be hard to determine how many of these changes were forced, and how many were voluntary on the part of the teachers themselves. There is common agreement, however, that so many changes work general injury to the schools. The influence of a good teacher is cumulative and should not, if avoidable, be cut off at the end of a year's service. One of the causes that lead to so many changes is the fact that a better salary can be obtained by making a change. This is a cause that could be helped by larger liberality in the payment of good service. A good teacher should not be let go at the best of her usefulness because of a small addition to her salary. Again, teachers should not be allowed to leave because of trivial faultfindings, or to make way for personal favorites of members of the board of education, or to gratify any personal que.

The second conclusion to be drawn from the statistics is that few indeed make a life work of teaching, although the number looking to doing so is increasing. We have 28 who have a total experience of 25 years and more, yet the average, as before stated, is but 9.84 years. Thus we must have an average of 40 new teachers entering the schools of this county each year in order to keep up the ranks. This is too large a number of apprentices, to speak, to take into any prosperous business concern, and certainly too many to take into so important an occupation as teaching. Training in the normal schools helps in a measure to the lack of experience, but not more than one-third of the beginners have had this important training. There should be some means provided for instruction and training of these beginners. The suggestion made by the principal of the State Normal School, Dr. J. M. Green, in his annual report for the year 1901, is, to my mind, a good one. He recommends that the Normal School be kept open during the summer vacation, in order to furnish instruction in the theory and practice of teaching to those who cannot attend during its regular session. It seems to me that this would be a most economic and expedient thing to do. It could be made a condition precedent to taking a school by a novitiate that he or she should attend this summer

school of instruction for a given length of time. The instruction would, of course, be along professional lines, and the beginner would thus get an enthusiasm and an impetus for her work that would be of value to all concerned. It seems to me with such valuable property some good use educationally should be made of it during the summer months.

Two new school buildings have been erected. At Red Bank a handsome brick structure, containing sixteen classrooms and a large assembly room, was completed, and formally dedicated to use on Thursday evening, May 29, 1902, in the presence of a large and representative audience. Addresses were delivered by James L. Hayes, President of the State Board of Education; James M. Green, Principal of the State Normal School; Edmund Wilson, Member of the State Board of Education; Charles D. Warner, President of the Red Bank Board of Education; John Enright, County Superintendent of Schools; Rev. W. B. Matteson of the Baptist Church of Red Bank; S. V. Arrowsmith, Superintendent of Schools of Red Bank, and Joseph F. Blaisdell of the Red Bank High-School Alumni Association. The building was erected at a cost for lot and furnishing of \$60,000. It ranks with the very best in our county. Both steam and hot-air furnaces are used in the system of heating and ventilation.

At Avon, in the school district of Neptune City, there was completed a commodious and attractive four-room brick building at a total cost of \$10,000. The lot upon which it stands was donated by James A. Bradley of Asbury Park. It was formally opened to inspection and use in March, 1902. Addresses were delivered by the County Superintendent, the local clergy, and members of the Board of Education of Neptune City. Formerly only two teachers were employed. The school will open in September with four teachers, including the principal.

A new school house is now in course of construction at Ten-nent, Manalapan Township, to take the place of the one burned down during the past winter. It will be ready for occupancy by September the fifteenth. This new building, although but one room in size, is constructed with a view to having the best method of heating and ventilating. The light will come from the left and back of the pupils. There will be a cellar under the whole building, with a cement floor. A hot-air furnace will be placed in the cellar. The coat rooms will be heated and well ventilated. The building is 30 by 30 feet, and is intended to seat 40 children. It will stand as the best that can be had at a low cost. The building and furnace will cost about \$1,600.

Long Branch has ordered \$46,000 to be raised on bonds for the purpose of enlarging school buildings in that district during the coming year.

The North Farmingdale school was closed last year, and the pupils were transported in carriage to the Farmingdale school. The number transported is eleven. The total number of days' attendance of these 11 is 1,116. The total number of days' attendance at the closed school last year is 1,323. It would seem from this showing that transportation is not popular in this particular locality, or, at least, is not taken advantage of. The number is so small and the experience is too short to draw an intelligent conclusion. Then, too, it may be said that the conveyance is not always as convenient and comfortable as it should be. This is one of the objections offered when transportation is discussed. It seems to me that the carriage should be especially made for the purpose and owned by the school district. It could be made storm proof and reasonably warm and easy to get in and out.

There are now, all told, four places in this county that transport children to and from school—Ocean, Matawan, Howell and Upper Freehold. Conditions vary very much in these four places and it is not possible to draw general conclusions from the data furnished. I cannot say that it is popular, but I think it is more and more becoming so. In striving to close small schools in other parts of the county where they should be closed, because of the expense and inefficiency of the school, opposition invariably comes. It may be that this opposition is not due so much to transportation in itself as it is to opposition to closing the school. This never fails to bring tearful regret. There is a feeling hard to combat that closing the school means retrogression in the neighborhood. So, in the closing of small schools, in most other things that interfere with ancient customs and institutions, progress must be of necessity very slow.

Apportionment of moneys has been made out for the first time on the new basis of days' attendance. A few rural districts, notably Howell Township, get much less under this plan than under the old. The towns and cities make gains, especially Long Branch and Neptune. A full discussion of the new plan for the last two years has prepared everybody for the change, and there is a general acceptance of results which is commendable. Knowing that so much depended on good attendance in order to have good income from public moneys, much effort was made to have the children attend the rural schools more regularly. The Board of Education of Atlantic Township took particular pains in this

direction. A truant officer was appointed, and a circular addressed to patrons of the schools was issued. This explained the new method of apportioning school moneys and showed that the better the attendance at school the more money would a district draw, and yet add nothing to the expense account. Other districts took similar action. Personal interviews were sometimes had with parents for the purpose of enlisting interest. The care thus manifested did bring forth fruit in better attendance for a large part of the year. Then came the bad storms of winter and beat upon their good intentions, so that the sum total in attendance for the year was not much better after all than the year previous. It is much better, however, than it would have been had this interest not been taken. The fact that an effort was made and that better results did follow goes a great way in justifying the change.

Two County School Board meetings were held, one at Freehold, the other at Ocean Grove. The principal topic discussed at both these meetings was "How to Promote a Better Attendance in School." As related to this and suggested by the discussions, "County Truant Schools," was the subject of a committee report at the Ocean Grove meeting. The committee, consisting of Louis Van Gilluwe, of Ocean Grove; Winfield S. Parker, of Long Branch; C. D. Warner, of Red Bank; Henry C. Taylor, of Middletown; and Dr. J. D. Ely, of Marlboro, gave the subject considerable attention. The report gave a history of truant schools, their management and cost, especially those that had been provided to meet rural conditions. The committee was continued with the request that it should further investigate truant schools elsewhere in which the conditions were similar to those in Monmouth County. The idea was not to provide for a truant school within cloistered walls, but, rather, a farm truant school, where boys could be sent for a short time and there be kept under good wholesome restraint. Such a place it was thought could be conducted at a cost that would not make it out of the question.

The attendance at our County School Board meetings has very much improved. We have a few addresses by outsiders, but it is made a point to get out of the school officers themselves their thoughts and experiences. I regard this association as a very valuable factor in the administrative work of this county.

A large and interesting teachers' institute was held at the Asbury Park High School building for three days during Thanksgiving week. One half of each day's session was given to departmental work. This was the first time that the plan had been



tried in our county. It gave such eminent satisfaction that we shall always plan our institute, hereafter, so that at least one-half the time shall be given to sectional work. The program was carried through without a hitch or break of any kind.

The Monmouth County Teachers' Association, under the leadership of Superintendent Gregory of Long Branch, has proven a notable success. Two large and enthusiastic meetings were held. One in February, at Ocean Grove, and the other in May, at Red Bank. An important feature of these meetings is the development of the social side of the profession. Luncheon is served by the local teachers in the school building, so that the double opportunity of economizing time and promoting good fellowship is afforded. The programme is made up of addresses by our own teachers with one or two periods occupied by an outsider. The February meeting, at Ocean Grove, was addressed by Principal Krebs, of Somerville, and Principal W. C. Whitney of Atlantic Highlands. At Red Bank the principal addresses were delivered by Miss Elizabeth Allen, of Hoboken, and the Rev. J. T. Schock, principal of the Keyport school. In the intervals between the addresses the meeting is divided in four sections, and symposiums on assigned subjects are conducted by selected leaders. It is designed in this way to draw out teachers, to have them formulate their experiences and the conclusions drawn from their everyday practical work. At most other teachers' meetings there is of necessity a pouring in process. So that the average teacher comes to believe that she is in attendance at the meeting for the purpose of receiving something, and not of giving something. With some teachers this spirit grows even to a fault. They will attend summer schools, Saturday lectures and the like, all the time taking in with no thought of giving out anything, until they become hearers really and not doers of the word. The symposium is an antidote to such, and is a factor of value in the development of good teachers. Then, too, from the outside it begets a profound respect for the teachers' profession.

The troublesome transfer question has become practically settled by the new law for the apportioning of moneys. The matter of give-and-take privileges so nearly balances that, in most instances, the question takes care of itself. Formal transfers were made in only a very few instances, and then only where the number was very large. A lump sum was paid in two instances in which there was an agreement between the two boards concerned. It can hardly be appreciated what a great relief this happy settlement of a vexing question is to the school officers of the country.



The grammar-school examinations were held in May with gratifying results. Some schools that never had candidates before entered this time, and made a most excellent showing. My policy has been not to urge upon the teachers of the county any unusual efforts in preparing for these examinations, lest they should have it appear to the children that the end and aim of their school education was to secure a grammar-school certificate. Neither do I think it wise to rate teachers by the number of certificates that they can obtain for their schools. This should appear as a factor only in their rating. There were 179 candidates who tried the examination. Of this number 112 were successful.

Manual training is gaining ground in the large schools. Asbury Park gives a very complete course. Long Branch has a very well equipped and practical course, and Red Bank, the first place in this county to introduce manual training, has a very well established and strong course. Freehold has voted moneys for a course and expects to introduce manual training at the opening of the school in September.

In concluding I can say that the year has been notable in this county for an increasing interest and hearty co-operation of all the educational forces. Moneys have been voted in every instance as the boards of education have requested. The people are deeply interested in their schools and their school system. Without striving for extremes there has been wholesome progress. School officers have been diligent in almost every case in striving for intelligent and economic administration of affairs. There is no other public interest in the county so large, no other expenditure of public money so great as for schools; yet not a suspicion of misappropriation of school funds, nor, so far as I know, a hint at personal self seeking. To be sure our system, in its practical operation, has not yet reached the ideal where we can sit down idly, like Alexander the Great, and weep for other worlds to conquer. There still are things to be done. One hope to see accomplished some day, and that is the placing of high-school education within the reach of every boy and girl in the whole county who desires it and who is capable of receiving it.

## MORRIS COUNTY.

WATSON B. MATTHEWS, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I herewith submit my report for the school year ending June 30, 1902.

The work of the schools has been generally very satisfactory. I feel that the smaller schools—the ungraded country schools—stand most in need of supervision and assistance, and to them have I given the larger share of my attention and time. I have visited nearly all of the schools in my county twice, and a considerable number more than twice, and, inasmuch as it takes me about sixty days to make one complete round of the county, you will see that, with visitations, office work and the various other duties incidental to the position, my time has been fully occupied with the work.

*Annual Examinations.*—Our annual examination of the pupils of the seventh and eighth grades was held on May 14, 15 and 16. About 340 pupils of the eighth grade took a part or all of this examination. One hundred and thirty-five were granted grammar-school diplomas, and a large majority of these have entered some high school.

In the smaller schools, where but one teacher is employed, I discourage attempting to carry pupils beyond the eighth grade. But we have a number of schools with two or three teachers, and in such schools, where a high school is not within convenient distance, one or two years of high-school work may be carried on advantageously. For such schools I give an examination for ninth-grade pupils. In the matter of thoroughness in the common branches I find that the small schools compare very favorably with the larger graded schools. But the scope of work in such schools I find more restricted. For instance, in our graded schools, systematic work in literature, science, nature work, singing, drawing, etc., is introduced in the primary grades, while in

the ungraded schools little or no work of this kind has been done. I am trying to broaden the work in such schools by prescribing a certain amount of work in the above-mentioned subjects for each year. It is necessary, for several reasons, to go slowly in this, but if the work is clearly defined, something can be accomplished in this much needed direction each year.

*Teachers.*—With a few exceptions, our teachers are doing efficient work. In the majority of our schools good salaries are paid and well-equipped teachers demanded. But I regret to say that we have a few districts where boards of education do not see the relation existing between good salaries, good teachers and consequent good schools.

*School Buildings.*—The people of Hanover Township have for some time been considering the idea of abandoning five or six of their small schools and erecting at some convenient central point one fine modern building with a capacity sufficient to accommodate all of the pupils from the above-mentioned small schools. This plan I hope to see consummated during the present year. Montville Township has erected and equipped a model two-room building during the past year. A similar building is being constructed at Riverdale, Pequannock Township. Butler has added a room to their handsome stone building. Randolph Township built a very pretty and convenient one-room building at Ironia and is adding a room to the building at Mill Brook. The Borough of Wharton, formerly Port Oram, has issued bonds to the amount of twenty-six thousand dollars for the construction of a new building, which will be one of the finest and most convenient in the county. Rockaway Borough has had three public meetings for the purpose of increasing its school facilities, and will undoubtedly either add to the present building or construct an additional one during the present year. Roxbury Township still agitating the question of a new school-house and the question cannot be postponed much longer.

I am pleased to observe that in the construction of new buildings—even the small one-room buildings—some attention is being paid to architectural beauty, and to convenience; and as the law requires some observance of the rules of sanitation, the result is a marked improvement in the style and comfort of school buildings.

*School Board Meetings.*—Two meetings of our School Board Association were held during the year. The attendance at these

etings is not as general as it should be. At our last meeting fixed the dates for future meetings—one meeting to be held during the session of the Institute, and the other on the second Sunday in March. The plan of devoting one day of our Institute to a joint meeting of members of boards and of teachers seems to me a good one, and I hope it may prove to be of value both teachers and school officers.

*Institute.*—Our Teachers' Institute, held in Dover, December 5 and 6, was well attended. The instructors were Earl Barnes, H. Elson and Miss Louise Connolly. The lectures of Mr Barnes on "the child" were based upon observations and data most carefully prepared and developed, and were received by the teachers with attentive interest. Mr. Elson gave excellent talks on astronomy and history. Miss Connolly always interests and pleases our teachers, and her evening lecture, "The Value of the Child," deserved the attention of every teacher and every parent.

*Teachers' Association.*—We hold two stated meetings of our County Association each year—on the third Saturday in November and on the third Saturday in April. We have made a special effort to make these meetings so valuable and interesting that no teacher can afford to miss them. I give herewith the programs of our two meetings of the past year:

Madison, N. J., November 16, 1901.

#### PROGRAMME:

- 10—Opening Exercises, conducted by Sup't W. L. R. Haven, Morristown.
- 10—Music.
- 15—Address: "Negro and Indian Education at Hampton".....  
Professor W. A. Ackerman, Hampton, Va.
- 10—Intermission.
- 10—Address: "The Cornerstone of Our Educational Temple"....  
Dr. Louis Bevier, Jr., New Brunswick, N. J.
- 10—Noon Recess.
- 15—Piano Solo.....Mr. B. M. Brown, Woodport, N. J.
- 10—Readings from Shakespeare.....  
Rev. Chas. E. Hesselgrave, Chatham, N. J.
- 10—Business Meeting.
- 10—Address: "The Newer Conception and Trend of Common School Education" .....Dr. Edward R. Shaw, New York.
- 10—Adjournment.

## SCHOOL REPORT.

Morristown, N. J., April 19, 1902.

## PROGRAMME:

- 9.50—Opening Exercises.
- 10.00—Chorus .....Students of the Morristown High School.
- 10.10—Address: “Thoroughness in Teaching”.....  
Sup’t James M. Coughlin, Wilkesbarre, Pa.
- 10.50—Intermission.
- 11.00—Address: “Some Failures in Language Work, with Some Sug-  
gestions for Improving it”.....  
Professor O. I. Woodley, Columbia University, New York —.
- 11.35—Business Meeting.
- 12.00—Noon Recess.
- 1.30—Music.
- 1.40—Address: “Preventing and Correcting Defective Reading.....  
..... Dr. F. E. Spaulding, Sup’t of Schools, Passaic, N. J. J.
- 2.20—Intermission.
- 2.30—Address: “How to Study .....Sup’t Jas. M. Coughlin J. Coughlin
- 3.10—Adjournment.

Great credit is due Mr. A. F. Stauffer of Madison, the indefatigable president of the Association for the excellence of the above programmes.

*Supervision.*—While we have no increase in the number of supervising principles, I feel that there is a steadily growing feeling in favor of better supervision. Our boards are becoming more and more alive to the value of the work of a competent supervisor. They are coming to understand that the work of organizing and directing our public schools requires the ability of the trained expert. The tendency is to employ a competent supervisor, give him large power, and hold him responsible for results. This is as it should be.

*Conclusion.*—In concluding this report I desire to express my thanks to the principals and teachers of the county for their earnest co-operation, to the boards of education for their support and to the officials of the State Department for the courtesies extended to me.

## OCEAN COUNTY.

## OCEAN COUNTY.

F. A. NORTH, SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—Herewith I most respectfully submit my sixth annual report of the condition of the public schools of Ocean county, for the year ending June 30, 1902:

*Introductory.*—The people of Ocean county have never before been so interested in their public schools. The earnestness of the teachers and the devotion of the boards of education have everywhere been manifest, and have inspired the pupils and parents to strive for more advanced educational standards. A careful perusal of the following report will confirm this statement. The prime object of the report and of its plain setting forth of facts is that all who are interested may know just what is being done to educate the children and to make them wiser and better and more capable of achieving for themselves a successful career. The people are interested in knowing exactly what is being done with the money they pay for public education. They do not complain of heavy taxes if they see good results. Recognizing the great benefit of education, the United States Commissioner of Education, Dr. William T. Harris, issues annually two 500-page volumes of reports. New Jersey's School Reports are widely read.

*Work Reviewed.*—To form a fair and unprejudiced judgment of the work of the educational forces in Ocean county, it will be necessary to investigate results, and to compare the facts and figures obtained six years ago with those of to-day. Using the commonly accepted standards of measurement, there can be no room for doubt that great advancement has been made. I congratulate teachers, boards of education, and the public-spirited citizens generally on the successful work. Combined efforts have most revolutionized the educational work in this county. The sentiment of the people toward public schools has materially

changed. They now feel that the schools are accomplishing material results. The effects of system and method are now apparent. Every teacher and every pupil works with some definite end in view. The well-adapted course of study and the grade examination enable the energetic teacher to show results. Encouragement is what both teachers and pupils most need. "Ten words of praise to one of censure," says Dr. White. While attending the National Educational Association meeting of 1902, at Minneapolis, I resolved hereafter to bestow commendation more liberally. Everywhere throughout the county the schools have greatly improved and the fact is generally recognized by the people. By careful investigation and comparison it is shown that the average attainment of pupils of ten or eleven years of age is now as great as it was seven years ago at eleven or twelve years of age. Ten years ago we had 41 pupils in high-school studies, now we have 218. Six years ago we had 11 pupils neither absent nor tardy, now we have 70. Among the steps in advance made during the last six years should be mentioned the teachers' library, new school buildings, a course of study, school libraries, pupils' uniform examination, better qualified teachers, manual training, improvement in punctuality, order and discipline, high schools, closer supervision, more school graduates, school board meetings, booklets for children, unity of purpose, etc. On January 24, 1902, I addressed a letter to all county superintendents in the State, asking for information concerning the methods employed in their counties. Course of study, pupils' uniform examination, grammar-school graduates, and State course of study were some of the topics considered. Information was thankfully received from every superintendent, and I am pleased to state that the methods and policies pursued are essentially alike all over the State. The school year just closed has been the most prosperous the county has had, and the school will begin in September under more favorable auspices and with better promise of success than ever before. The boards of education and the teachers, individually and collectively, have repeatedly endorsed the county administration and its policy work. But we are not satisfied with past attainments. Much still remains to be done. Greater victories are yet to be won. The County Superintendent, recognizing the responsibility of his position, devotes his entire time to his official work, and how well this is accomplished may be decided from personal observation from the annual county reports and from other reliable sources of information. Neither partisanship nor sectarianism control our work. Our chief aim in the schools is to deal with esse

tials, always aiming towards higher standards. "Progress is our watchword."

*Statistical.*—There are 20 school districts in Ocean county, 68 school-houses, 2 completed during the year; 126 classrooms, with 5,262 comfortable sittings for children; 4 of the school-houses are brick, 64 are frame, and 4 are rented. There are 122 teachers, a gain of 5 over last year; 36 are males and 86 are females. The average salary per month paid to the male teachers is \$56.14, and the average monthly salary paid to female teachers is \$35.93, an increase of \$4.26 for males and an increase of \$0.36 for the female teachers over last year. The average length of time teachers have been in the positions they now hold is 3 1-4 years, and the average total experience in teaching is 8 1-4 years. The value of school houses and lots is estimated at \$161,600.00, an increase of \$55,000 over last year's estimate. The amount of money paid out during the year was \$109,778.53, and the amount available for school purposes for the school year of 1902-1903 is \$98,559.25, an increase in expenditures of \$36,318.84 and an increase in available funds of \$19,916.55. The amount paid for new buildings is \$34,500.00, more than four times as much as last year, and far more than ever before in one year. The amount paid to teachers, \$47,575.86, an increase of \$2,887.54. We shall receive from the State for the school year just begun \$30,880.63, an increase of \$2,190.82 over last year. The amount expended for text-books and supplies was \$4,849.60, an increase of \$285.99. The combined indebtedness of the several districts is \$61,002.23, an increase of \$9,811.55 over last year's indebtedness. There was raised by the several schools for libraries the sum of \$305.28, nearly five times as much as that raised seven years ago. The enrollment of pupils in the schools is 4,778, just 96 more than last year; the percentage of daily attendance based on the average enrollment is 87, an increase of 2. Our efforts to decrease tardiness have been rewarded with great success. The whole number of tardiness according to the teachers' reports is 7,344, a decrease of 2,374 from last year. The figures in the report of 1900 are 16,694 tardiness, while the report of 1893 shows 28,029 tardy marks. The Superintendent made 575 official visits to the schools, an increase of 61 over last year. Your attention is respectfully called to the paragraph entitled "School Visitation," which explains how schools are inspected. The following table, covering the past ten years, will be found interesting and instructive, showing as well as figures can what the educational forces of Ocean county have accomplished. It is remarkable



## SCHOOL REPORT.

While the school population of the county remains practically the same there has been a decided improvement, from year to year, in nearly all essential respects, especially the increase of teachers, the increase of pupils neither absent nor tardy, increased number in high-school studies, more visits by the Superintendent, and a phenomenal decrease in tardiness.

Year.	Total Enrollment.	Average Daily Attendance.	Tardiness	Neither Absent nor Tardy.	State Appropriation.	Money Expended.	Number of Teachers.	Number Pupils in High School Studies.	Number of Visits by the County Superintendent.	County Diplomas and Certificates to Pupils.	Graduating Exercises.	Expenditure.
1893	3,975	2,741	28,029	11	\$23,126	\$52,164	78	41	98		1	1
1894	4,025	2,207	19,797	45	25,134	50,214	84	45	110		2	2
1895	4,534	2,578	14,360	11	26,470	57,741	91	56	113		3	3
1896	4,265	2,276	13,708	11	26,460	57,373	94	62	107		4	4
1897	4,422	2,497	15,246	26	25,920	56,241	99	72	132		5	5
1898	4,489	2,725	15,587	82	25,562	58,631	101	120	219	105	6	6
1899	4,527	2,516	14,552	20	26,242	64,559	108	138	257	87	10	10
1900	4,640	2,625	16,694	53	27,704	60,848	114	127	30	246	12	12
1901	4,622	2,716	9,718	60	28,620	73,459	117	204	514	648	15	15
1902	4,774	2,698	7,344	70	30,820	100,778	122	218	575	761	22	22

**New Buildings.**—The first full year's occupancy of four new school buildings proved a great advantage over former conditions. Light, heat, sanitary conditions, new desks, more black-board space, pure air, and general comfort are among the improvements connected with our new buildings. These are: A six-room frame at West Point Pleasant, valued at \$6,000; a four-room frame at Barnegat, \$7,000; an eight-room brick at Toms River, \$1,800; and a six-room brick at East Lakewood, costing \$1,900. The long school room at Whitesville has been divided and an additional teacher is employed for a portion of the year. Another room was added to the Cedar Bridge School.

**Teachers' Institute.**—Our last Institute was held in the new school building at Toms River, November 18, 19 and 20, 1901. The opening exercises consisted of singing "America," prayer by Rev. H. B. Carpenter, pastor of the Baptist Church, an address of welcome by the County Superintendent, and response in behalf of the teachers by Rev. E. C. Hulse, pastor of the Methodist Church. Rev. J. J. Coale, of the Presbyterian Church, and Rev. E. C. Hulse each conducted the devotional exercises.

ercises on different mornings. Charles H. Albert, of Bloomsburg, Pa., gave lectures on: "Underlying Principles in Teaching," "Education and unfolding" and "Some Elements of Success in Teaching." Earl Barnes, of Philadelphia, discussed "Physical Child" and "The Mental Development of the Teacher." Miss Louise Connolly, of New York City, spoke on: "Language Lessons in the Primary School," "The Mission of the Primary Teacher," and "Discipline." The first evening Earl Barnes lectured on "England as Seen by an American," and the second evening Miss Louise Connolly delivered a lecture entitled, "The Value of the Child." The report of the Teachers' Retirement Fund was read by the County Superintendent. A report on the County Pedagogical Fund was made by the treasurer, Mr. Peter Tilton, and the annual 50 cents contribution to the support of the professional library was received. The following named teachers were elected officers of the Ocean County Teachers' Association: Peter Tilton, President; Amanda Sterling, Vice-president; Ethleen Longstreet, Secretary; Edith Imlay, Treasurer; C. C. Pearce, A. S. Tilton and J. R. Steelman, Executive Committee.

Mr. W. C. Moore, Supervisor of Jackson township, read suitable resolutions on the death of three teachers: Professor Geo. D. Torner, for many years a prominent teacher and citizen of New Egypt; Louis Harrington, of Jackson's Mills, teacher at Cassville and Mrs. Nellie H. White of Van Hiseville, teacher at Pleasant Grove. The following resolutions were offered by Mr. George R. Wardell, teacher at Dover Chapel, and adopted by the teachers: "Moved that a vote of thanks be extended to the ministers of the Gospel who conducted our devotional exercises; to the lecturers for their valuable instruction; to our County Superintendent, whose administration we heartily endorse; to the board of education for the use of this building, and to the citizens of Toms River for courtesies extended to us." All teachers were present or properly excused for good cause by the County Superintendent. A record of the attendance of teachers was sent to their respective boards of education throughout the county. The Institute closed on Wednesday noon, and was pronounced the best ever held in the county.

*Course of Study.*—The excellent course of study is now accepted as the basis of work in every school in Ocean county. Every board of education has either formally adopted it, approved it as individual members, or sanctioned its use by the teachers, who prepare all their annual examinations and pro-

motions in harmony with its provisions. Our most sanguine expectations of four years ago, when we first inaugurated the course of study, have been fully realized. It has made pupils' annual examination possible; these examinations have promoted the popularity of the graduating exercises, and the combination has wrought decisive changes in the educational affairs of the county. No teacher or board would now wish to dispense with the authorized county course, nor omit the pupils' uniform annual examinations. The most surprising thing now is that our county could have been so long without this systematic aid to school work. The Ocean county course of study compares favorably with the best in the state, and embraces the best ideas of the educators of the day. All persons capable of judging, now admit the necessity for a uniform course. No course of study can accomplish everything. The competent teacher is superior to any course of study. But what the architect's plans and specifications are to the builder, the experienced superintendent's courses of study are to the skillful teacher.

*Compulsory Attendance.*—That the attendance is much better now than it was six years ago there is no question, but much still remains to be done in the line of compulsory attendance. Boards seem to be unwilling to incur the displeasure of their neighbors by employing a truant officer and requiring the provisions of the law to be carried out. In a few of our districts the law has been set in motion, but in all cases except one, the officers have stopped short of prosecution and conviction. The New Jersey compulsory educational law contains features of both the Massachusetts and the Connecticut laws, but the enforcement should be placed in the hands of general agents who are not restrained by local influences. Four years ago I gave each board of education specific directions how to proceed in the case of truants, and furnished them with legal blanks for notices, commitments and the like. For the last three years I have supplied teachers and boards with copies of the printed "Notice to Parents," which this year reads as follows: "You are hereby notified that the School Law of 1902, page 61, requires every child between the age of seven and twelve to attend school each day the school is open unless excused by the Board of Education. All children between the ages of twelve and fifteen must attend school at least sixteen weeks of the school year. Any parent, guardian or person having control of such child is liable to fine or imprisonment for non-compliance. By order of the Board of Education of ——— District. ———, President. ———,

District Clerk. ———, Teacher.” These slips have done considerable good, have brought many children into school, and have called the attention of delinquents to the law. It is hoped that the better the boards, teachers and parents become acquainted with their duties and the law, the better will be the attendance, and the less the truancy.

*Pupils' Uniform Examinations.*—Although objections may be urged against examinations, it is certain that if they are properly conducted and the results are fairly appropriated, the benefits far outweigh the drawbacks. Teachers are given to understand that these annual examinations or tests should not constitute the only grounds for a judgment of the child's qualifications. The work in class and daily recitations through the year, especially while reviewing studies in the latter part of the school year, should be counted in the final results for making up the relative standing of the pupils. No other plan has yet been discovered whereby successful results can be secured, or by which all concerned can be satisfied. It is not necessary to wait until the end of the year or the term to make individual or class promotions. Each qualified pupil, for whom teacher and parents desire advancement, may properly be promoted at any time during the year. The annual examination has a healthy and stimulating influence on both pupils and teachers, promoting advancement and thoroughness from the beginning of the year. We hold a written examination on printed questions approved by the State Superintendent in the fourth, sixth and eighth grades, on Thursday and Friday of the second week in May. This has proved the most suitable time for holding the examination, for the reason that, if held earlier, it would be too long before some of the schools close, and if held later the results of the examination could not be determined before the close of other schools. The resourceful and discriminating teacher will make the annual examination of the greatest benefit to her school. She will be ready for it. If the school continues beyond the examination time, she may require faithful attendance and good work until the close, otherwise the rewards incident to the examination may be withheld from the pupil. In the fourth grade, pupils are examined in reading, spelling, arithmetic, language, geography and physiology. While preparing the questions for this, as well as for other grades, the Superintendent has always kept in mind the county course of study and the usual scope of the work of such classes. In the sixth grade the questions are given out on arithmetic, history, physiology, grammar, geography and spell-

ing. Candidates for the grammar school, eighth-grade diploma, are examined in five major subjects: arithmetic, history, physiology, grammar, geography, and five minor subjects: algebra, bookkeeping, civics, music, drawing, morals and manners. Six minor subjects are given, any five of which may be taken. Only a beginner's knowledge of minor subjects is required. All questions are sent to the school sealed, and opened in the presence of the candidates. The teacher alone may conduct the examination in the fourth and sixth grades and do all the marking of their papers, sending the result to the County Superintendent. But the eighth-grade examination is conducted by three suitable persons; the teacher, someone to represent the board of education, and someone to represent the County Superintendent. The marking of these papers is done by the County Superintendent and by the county Board of Examiners. The examination is conducted in strict accordance with a set of printed rules. Those in the fourth and sixth grades who pass the test receive a neat certificate awarded by the superintendent, and a diploma authorized by the State is issued to those who pass the grammar-school examination. Already there have been many beneficial results to our schools, and great advantages to the holders of these grammar-school diplomas. Several have secured positions on these credentials; and some have thus been admitted to high schools in adjoining counties. This diploma admitted a young man to the College of Physicians and Surgeons, of Baltimore, without further examination. Teachers have had their salaries increased because they had fitted pupils for this course. There were 1,000 candidates in the three grades who entered the examinations May 8 and 9, 1902, and 761 obtained the coveted diploma or certificate. There is a decided increase in the number of successful scholars in all the townships. In the fourth grade there are 20 per cent. more than last year, in the sixth grade a gain of 12 per cent., and in the eighth grade a gain of 25 per cent. over last year. Although these examinations are a new thing in Ocean county, they have been universally adopted by the teachers and pupils, with a better understanding and greater success this year than ever before.

*Qualifications of Teachers.*—Although Ocean county teachers are among the poorest paid in the State, they are among the most devoted and best qualified, even though not all are graduates. Six years ago only 10 per cent. had normal training, now more than 25 per cent. are from normal schools. Our teachers are diligent in their work, study the best methods, attend pro-

professional meetings and read pedagogical books. They also keep in mind the fact that a teacher's spirit, a teacher's character, a teacher's atmosphere, and a teacher's life impress and influence the pupils quite as much as a teacher's words. I have endeavored to suggest to them at teachers' meetings and by printed addresses that they should introduce their pupils to the whole range of knowledge; that they should teach them to "know something about everything and everything about something"; that they should become better fitted for their work and that they cannot expect to stand well with boards of education unless they give all their time and their best energies to their profession. They must study and become familiar with the books they use in school. Pupils and parents, too, will soon discover any defect in the teacher's knowledge of the subjects taught to the class. Hard and diligent study only will enable a candidate to secure a certificate. The board of examiners is unable to tell whether a person applying for a certificate, can or cannot manage a school; but it is the duty of the board to determine the candidate's scholarship, measured by the questions furnished by the State Superintendent. The required 70 per cent. in each branch must be adhered to without fear or favor, and the candidates must prepare themselves on these branches. Persons without professional training or experience in teaching should bear in mind that the duties of a teacher are grave and responsible, and that a thorough preparation is required. The prevalent idea that almost any young person may enter the profession is very erroneous. Boards of education want qualified teachers only.

*High Schools.*—The increase in the number of schools giving secondary instruction in this county, and in the number of pupils enrolled is phenomenal. Ten years ago Ocean county had but one school giving regular high-school instruction. Now there are seven, and next year there will be fourteen. During the last decade the number of students pursuing high-school studies in this county has increased from 41 to 218. In the whole United States, according to Commissioner Harris' report during the last ten years, the number of public high schools has increased 150 per cent, and the number of students enrolled in them has grown in about the same ratio. In Ocean county, during this period, the number of schools giving some secondary instruction has increased 600 per cent. and the number of pupils pursuing some high school studies has increased 431 per cent. Most of this advance has been made within the last six years. That our



policy of encouraging secondary instruction is in accord with the prevailing educational tendency of the times cannot be doubted. Commissioner Harris makes this statement: "It would seem as if the people of all cities and villages had determined to provide high school accommodations for their children. More than this, there is now a movement to furnish accommodations for all qualified children in county high schools where the population is too sparse and the wealth too small to provide town high schools." Dr. J. M. Green, principal of the New Jersey State Normal School, once said before the Toms River High School, of which the present superintendent was then principal: "The days of limited education or no education have changed. The knowledge obtained through our high schools is practical and useful in the daily avocations of life. Botany, zoology, physics and mathematics and the use of English are brought right into the transactions and employments of every day. Knowledge to be of value must be accurate knowledge. An accurate knowledge of our own language cannot be obtained unless we study Latin, and in this way we might enumerate all the subjects taught in the high school, showing their practical value in the common walks of life. To be able to compete with men of the present day a person must have at least a high-school education." It is my opinion that every board of education in Ocean county should make necessary arrangements for the free instruction, in secondary studies, of all qualified pupils within the district, for the high school is the peoples' college." This may be accomplished by offering high-school studies in each municipality or by combining with other districts for maintaining such a school. The time has come when the "three R's" will not suffice for the proper education of children. Cedar Bridge County School, C. E. Downey, teacher, may be cited as giving one whole year's high-school work to two of its pupils and holding annual graduating exercises for all pupils who pass the county examination. Not one-half of the boys educated in the higher departments of our schools in Ocean county remain here to seek their livelihood. They go away where they may find employment. Several have entered the United States mail service; some are electricians; some are bookkeepers; some have entered the navy; some are in college; some are teachers; some are mechanics—nearly all of them have gone away from their early homes and school surroundings. They continually use some of the knowledge gained in the higher studies of our schools. Physics furnishes a student with a knowledge of the forces which pervade nature, and with the machinery by which those forces are controlled for the use

of man. General history gives the student a survey of civilization. The higher mathematics are necessary to the mechanical engineer. How could the practical work of the great steel trust be successfully carried on without a knowledge of chemistry? Bookkeeping is essential in all kinds of business. All professions require some knowledge of Latin. Thus we might go over the whole high-school curriculum and find all of its subjects indispensable to a well-rounded practical education. The number of students in colleges, universities and professional schools is rapidly increasing, and there is every indication that this number will increase still more rapidly in the next decade than it has in the past. We now and then read in the newspapers of a wealthy man who had the habit of expressing himself as opposed to higher education in colleges and universities. It is certain he did not understand the case, for he continually had in his employ a host of educated lawyers as his advisers. There is greater need than ever before of more men in the learned professions.

*The Teachers' Work.*—"I have always taught just as well as the people would let me," has often been said to me by one of Ocean county's progressive veteran teachers. There is no doubt that the county still has one or more schools poorly taught because the people do not wish any change for the better. Such a community does not take kindly to improvement or to progressive methods employed by the teacher. There are teachers, of course,—I do not say they are in Ocean county,—who decry courses of study, daily programmes, and school examinations, saying these things are restraints upon the freedom of the teacher. But it is usually found that such teachers hold vague ideas of school work and have not a proper regard for actual conditions. Their teaching is almost certain to lack effectiveness because of disconnection, indefiniteness and uncertainty of aim. Such teachers are always telling how *not* to do. But they should be impressed with the fact that more help may be had from one positive direction than from a hundred negatives. The times are too earnest to permit loss upon non-essentials or waste by indirectness. The law invests the superintendent with ample discretionary power, but he desires to respect the views and wishes of teachers as far as good, firm and uniform policy for the whole county will permit. This county is served by conscientious, laborious, devoted and skillful teachers. Their labors cover far more than the five or six hours commonly ascribed to them. Evenings, Saturdays and legal holidays often find



them busy at school work. We have endeavored to inspire the teachers with the idea that if we wish to attain and maintain a high standard in our schools, good, honest work must be done at all times. Teaching is the highest occupation. A good teacher must be a growing teacher. Page says: "If teachers desire a larger salary they must make their services more valuable."

*Promotions.*—In our graded schools, where there are two divisions to each grade, the step from one class to another is quite short, and pupils may be promoted with facility; but the year's interval is too difficult for most pupils to skip, hence our teachers are less willing to advance individual pupils, except at the regular time for promotions. In graded schools, where two divisions recite to the same teacher, and in all ungraded schools, a bright pupil who is in advance of his own class may also recite in the next higher class for a while, and then be transferred to the same, without waiting for the regular time for promotion. By some degree of care promotions can be made at the Christmas vacation, and at the end of the school year, and also at other times during the progress of the school. This plan I successfully followed while principal of Toms River School. Some of our teachers do not readily comprehend the art of promotions and the grading of their pupils. To such teachers I have given suggestions and assistance. The pupils' uniform examinations given in the fourth, sixth and eighth grades, during the second week in May, are a material help in grading all our schools on a uniform basis.

*School Visitation.*—This is the most important duty of the county superintendent, and when properly and faithfully performed it becomes productive of more benefit to the schools than any other line of work which may engage his attention. To comply with the provisions of the law respecting school visitation requires more time, thought and labor than anything else connected with the superintendency. The superintendent is required to visit and examine each school once, making his total number of visits not less than twice the number of schools, to inquire into the management, methods of instruction and discipline, to note the condition of school houses, sites, buildings and appurtenances, to examine the course of study, text books and school libraries, and to recommend proper studies, methods, discipline and management for the schools. With the above instructions in mind, I have, during the school year of 1901-1902, made 575 official visits in the public schools of Ocean county, be—

ing 331 in excess of the legal requirements. I have officially visited each school and department at least twice during the year, many of them four and five times, giving most attention to those schools which needed most encouragement and advice. Occasionally I have spent a whole day in one school, examining and grading the pupils for their respective classes, and otherwise assisting the school work. Often, members of boards of education have been induced to accompany me to the school. Your attention is respectfully called to the table showing the number of visits by the county superintendent for the last ten years found elsewhere in this report. For the last three years I have made notes under fifty different heads on at least two formal visits to each school and each department in the county, and now have these pages substantially bound in form of three books. The headings under which these permanent records of visits made are: 1. Name of school. 2. Date. 3. Name of teacher. 4. Grade of certificate. 5. Experience in teaching. 6. Enrollment. 7. Number present. 8. Average daily attendance. 9. Number neither absent nor tardy. 10. Tardiness. 11. Building. 12. Grounds. 13. Closets. 14. Flag. 15. Library. 16. Neatness about the rooms. 17. Programme posted. 18. Register kept. 19. Reports to parents. 20. Power to hold attention. 21. Power to govern. 22. Order and discipline. 23. Methods. 24. Success. 25. Points of excellence. 26. Professional reading. 27. Care of text-books. 28. Recitations heard. 29. Course of study. 30. Do you follow its suggestions? 31. Educational meetings attended. 32. Educational periodicals taken. 33. Monthly reports to supervisor. 34. Roll of honor. 35. Eighth-grade candidates. 36. Sixth-grade candidates. 37. Fourth-grade candidates. 38. Compulsory attendance. 39. Preparation of lessons by teacher. 40. Trustees' Visits. 41. Parents' visits. 42. Supplies needed. 43. Co-operation of patrons. 44. Designated songs. 45. Memory selections. 46. Instructions. 47. Visiting other schools. 48. School library. 49. School's progress. 50. Pupils' progress.

*Why Pupils Leave School.*—The average number of pupils enrolled in the three divisions classified by State authority during the past six years is as follows: Primary, first four years or grades of school, 2,710; grammar, second four years of school or grades 5, 6, 7 and 8, 1,661; high school, all pupils above the eighth grade, 156. The average number of graduates from our high schools during the last six years has been 18. This year the record is as follows: Primary, 2,788; grammar, 1,661; high

school, 218; graduates from high schools, 41. There are several causes why so many pupils leave school before finishing the secondary or high-school course. First, lack of interest; second, lack on the part of the parents of a just appreciation of the education; third, they see no sufficiently attractive features in the high-school course; fourth, the restraints of the school room are too irksome; fifth, they must get to work. Some of the remedies are: Make the course more practical: make it more interesting; give the boys manual training and the girls domestic science; teach them that there are more and better positions open for them if educated; that our new insular possessions and increasing home business need them and will offer them abundant pay if they are qualified.

*Observing Other Schools.*—In a rural county like ours where many of the teachers have received no professional training, the discussion of theory and practice and methods is a great help, especially to those just entering the profession. Much has been accomplished along these lines in our frequent district teachers' meetings and in visiting days to other schools. The supervisors in several districts have called the teachers together every month for the discussion of school questions and sometimes have met and observed other schools. Frequently I have taken an active part in these meetings in all sections of the county. I have advised the boards of education to instruct their teachers to spend at least one day during the year in visiting other schools. Teachers who never visit other schools are narrowing themselves. All teachers need the broadening and inspiring influence of seeing how others do the work. A man of several years' experience, a successful teacher, now a judge in this State, told me that he learned more from observing others teach than he did from books and lectures.

*Teachers' Professional Library.*—The Ocean County Pedagogical Library was established in 1897. The sum of sixty dollars was contributed by the teachers, forty dollars was advanced by the Superintendent, the State gave us one hundred dollars more and two hundred professional works were purchased and placed within convenient access of the teachers. Subsequently it was thought best to ask the teachers to contribute yearly the sum of fifty cents each to the library fund, which has yielded another hundred dollars, the State duplicating the amount, so that two hundred more books have been purchased, and the library completely revised and redistributed. Many of the teach-

ers are availing themselves of the benefits of these books, and preparing to secure the professional certificate. Ten professional certificates have already been issued. The committee appointed according to law to aid the superintendent to select and purchase the books, and to make rules and regulations for the management, use and safe-keeping thereof consists of J. R. Steelman, Richard Case, Peter Tilton. The rules have been pasted in each book. Twelve convenient boxes are used for the safe keeping and transfer of the books. They are transferred without cost to the recipient, on or before May 15; and for the school year of 1902-1903, located in districts as follows: Box No. 1, Jackson; Box No. 2, Lakewood; 3, Brick; 4, Point Pleasant; 5, Manchester; 6, Dover; 7, Lacey; 8, Union; 9, Stafford, 10, Eagleswood; 11, Little Egg Harbor, and box 12, Plumsted. .

*Teachers' Examinations.*—The regular October, February and May examinations, required by law, were held strictly in accordance with the rules and regulations of the State Board of Education. Ninety-four candidates took these examinations, and fifty-three licenses were issued—14 third-grade, 19 second-grade, 10 first-grade, 4 special, and 6 professional certificates. No part of our official duties is guarded with more zealous care than the licensing of teachers. Strict impartiality is exercised towards all applicants. Teachers are instructed to attend examinations and keep their certificates in full force and effect. Those receiving low averages are expected to appear at the next examination for the purpose of improving their marks. In order to encourage the securing of higher grades, applicants for the first or second grade, are allowed to take one or more subjects at any examination until the desired certificate is obtained. The entire plan of holding these examinations has been revised and reduced to a system. Candidates are informed by notices in the county papers just what day and hour the questions on any given subject will be given out, and they govern themselves accordingly.

*School Libraries.*—For six years we have made a systematic and successful effort to encourage school libraries. In his last published report, our worthy State Superintendent made the following pertinent statement: "No matter whether it be the little school at the country cross-roads or the larger and better-equipped school of one of our wealthiest and most progressive municipalities, books for collateral and supplementary reading, and books that represent what is purest and best in literature

should be furnished in abundance." Superintendent Baxter devotes two and one half pages to school libraries, which all should read.

The amount of money raised for school libraries in this county during last year was four times as great as it was seven years ago. Boards of education have been asked to provide suitable cases for the proper keeping of these libraries. It is confidently expected that our past success in establishing school libraries is but the beginning of far greater activity in this line of educational work, as soon as the present statutory plan of raising library money by general taxation is accepted by the districts.

*Boards of Education.*—The county superintendent is required by law "to advise with and counsel boards of education in relation to their duties" \* \* \* and to recommend to boards of education and teachers proper studies, methods, discipline and management for the schools." In my last annual circular of suggestions, boards of education are asked to observe the following: 1, Read your duties under the new law, page 35. 2, Do not accept the office unless you can attend to it. 3, Hold regular meetings. 4, Employ well qualified teachers. 5, Visit the schools and see for yourselves. 6, Uphold the authority of the teacher. 7, Hearsay is not safe evidence for or against a teacher. 8, Provide suitable room and all necessary appliances. 9, Appropriate \$10 from the district tax for each school library. 10, See that a library is placed in every school house. 11, Insist on the uniform course of study. 12, Give proper authority to the supervisor. 13, Allow teachers to visit other schools. 14, Enforce the compulsory attendance law. 15, Provide high-school advantages for qualified students. 16, Make a closer union of school and home. 17, Become educational leaders. 18, confer often with the county superintendent. Members of boards frequently say to me: "I think our teacher is doing well, I hear no complaints," or they say: "I think she is a failure for I hear complaints about her." They know nothing about the teacher or her school except hearsay. Very often there are no complaints stirred up against an easy-going, neglectful, inefficient teacher; while popular "complaints" are doing great injustice to an energetic, orderly and efficient teacher. The writer has in mind several instances of this kind. Visit the school and see for yourselves, is my advice to boards. The regular semi-annual meetings of boards of education are called at Toms River on the first Wednesday of April and third Wednesday of September.

*Graduating Exercises.*—The closing of our schools this year was celebrated with twenty-two graduating exercises, fourteen of which I attended and presented the county diplomas and certificates. Ten years ago, one school only, in this county, distinguished itself in this formal manner. I have sought to encourage these exercises and during the last six years they have increased more than 300 per cent. No school exercise seems to call out so many parents nor awaken such enthusiasm for their local school as the occasion when their sons and daughters sing, recite their pieces, and receive their diplomas. It cannot be said that this large increase of graduates is the result of lowering the standard for, in fact, the standard has been raised and more is now required of our pupils than ever before.

*Teachers' Meetings.*—Besides the National, State, County and Institute meetings our teachers need something more practical and nearer their everyday work. The local district teachers' meeting in this county supplies the necessity. It is called the Teachers' Circle, sometimes developing into what is termed a divisional meeting, when two or three districts unite in holding a meeting for school inspection and the consideration of educational topics. Fourteen divisional meetings, besides many "circle" meetings were held during the year, a large number of which I attended. The "circle" meetings are for mutual improvement, and also serve the purpose of faculty meetings. During the last two years these meetings have become popular and profitable for teachers.

*Change of Teachers.*—The change of teachers in this county is much less frequent than it was a few years ago. In 1898, fully one-half of our teachers took different positions. That year, in one township, thirteen out of the whole seventeen teachers were changed. This year 35 of our 122 teachers will have different positions. It must not be understood that the boards of education are responsible for all these changes. All except 11 of the 35 who change this year have done so of their own accord. My suggestion to boards in this matter is that change of teachers involves loss to the school, even if both teachers be good ones. If teachers are given to understand that their positions are secure so long as they do faithful work, keep up with educational progress, and grow in their profession, they will become more worthy of the confidence reposed in them.

*School Government.*—Order and discipline in the schools



of Ocean county has greatly improved in the last few years. When I first visited the schools during the fall and winter of 1896-1897 very few of them followed any well-defined programme of recitations and course of study; now the programme is conspicuously displayed in every school room, and all work is arranged in accordance with the authorized uniform county course. Then, in several of the schools, noise, disorder and anarchy reigned supreme, now in the very same schools is found quiet, system and cheerful obedience—thoroughness and progress everywhere. My high injunction to teachers is that order must be maintained first, last and all the time. “Order is heaven’s first law.”

*Suggestions for Teachers.*—There are so many phases in the system of educational work in this county that differ from those elsewhere, and so many particulars in which the law, rules of the State Board, and instructions of the State Superintendent, must be interpreted according to our needs and established policy, that I have annually issued several pages of “Suggestions for Teachers,” and fastened them in the front of school registers. These pamphlet leaves contain comments on patriotic days, arbor-day programmes, course of study, pupils’ uniform examinations, township teachers’ circle, pedagogical library, schoolroom decorations, teachers’ examinations, employment of teachers, annual reports, text books, punctuality, school libraries, township supervisors, compulsory attendance, duties of teachers, work of the superintendent, and comments in many other particulars.

*Transportation of Pupils.*—At present we have two instances only of the transportation of pupils—from Bakerville school, in Manchester township, to Whitings, in the same township, and from Cedar Bridge, in Union Township, to Cedar Grove school, in Stafford township. In both cases the plan works well. There are three or four other places where the same arrangement should be made, but the boards of education fear the people will object to closing their school houses, hence the matter of transportation from these schools is deferred.

*Pan-American Letters.*—These letters, addressed to the children of Ocean county, comprise a series of ten, bound in booklets, of which 500 were issued, and treating of the great Pan-American Exposition at Buffalo, the National Educational Association meeting at Detroit, Chicago, the Great Southwest, the

Mexican Republic, the City of Mexico, together with Aphorisms, Short Stories, and Morals and Manners. These booklets, together with another series called "Land and Sea Letters," written in like manner, by the superintendent, to interest and instruct the children and published at his personal expense, were sent to schools throughout the county, especially where there was need of supplementary reading material. There are on file more than 200 letters from pupils, and many from teachers and parents, expressing their delight in the booklets and commending the plan.

*Supervisors' Reports.*—Immediately at the close of each school month, as indicated by the register, each teacher is instructed to send a report to the township supervisor, consisting of three parts: 1, The record taken from page 28 of the register. 2, The Roll of Honor, consisting of the names of pupils who have been excellent in attendance, deportment and scholarship. 3, The name of those neither absent nor tardy. These two lists of names are posted in the school room so that parents and superintendent may see them. The supervisor at once combines the teachers' reports and transmits a report of the entire district to the county superintendent. The supervisor keeps the reports of the teacher on file for the superintendent's inspection. This plan, which has been followed for three years, has resulted in keeping the registers written up, in inciting pupils to better attendance, deportment and scholarship, increased punctuality, in the teacher's constant care and watchfulness, and in the general welfare of the school. The supervisor, in most instances in this county, occupies a position of honor rather than of official responsibility. He is usually one of the leading teachers of the district, nominated by his associates and approved by the superintendent and local board. Usually he is allowed time in which to visit the schools of the district once or twice during the year. The chief duties of the supervisor are: 1, To confer with the superintendent. 2, To assist the teachers. 3, To maintain the teachers' circle. 4, To secure better punctuality and attendance. 5, To have charge of the pedagogical library. 6, To confer with the board in reference to the schools. 7, To make an annual report in writing to the superintendent and to the board relating to the district. A compilation of these district reports was printed in the State report. This plan of having supervisors is unique and peculiar to Ocean county. By this means, the superintendent keeps in constant touch and monthly communication with all the schools of the county.



*In Conclusion*, allow me to express to you and your assistant acknowledgements for attentions and courtesies, also to school officers, general and local, together with the teachers who so cordially support our work.

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## PASSAIC COUNTY.

HOMER A. WILCOX, SUPERINTENDENT.

*Hon. Chas. A. Baxter, State Superintendent:*

DEAR SIR—I have the honor herewith to transmit to you the statistical report of the educational work in the public schools of Passaic County for the year ending June 30th, 1902.

In Acquackanonk Township School No. 5, in Albion Place, was enlarged by the addition of one class-room. The Township of Wayne erected a one-room schoolhouse in Preakness and rebuilt and enlarged School No. 1, in Mountain View. Of the forty-four school buildings in the townships and boroughs, all excepting two, Nos. 5 and 6, in the Township of West Milford, are comfortable and convenient and meet reasonably well the present requirements.

While the districts of Hawthorne, Manchester and Pompton have raised but little money for school libraries, and Little Falls and West Milford none, the districts of Acquackanonk, Pompton Lakes, Totowa and Wayne have done their full duty in providing funds for that purpose. As a result of the work done by the four districts last named, the record for the county, as a whole, shows the following gains over the record for last year: \$104 more money raised; \$50 more received from the State; 6 more books purchased; \$116 in hand with which to purchase books and 1,400 more books withdrawn.

Inasmuch as in two schools, each having a good library, teachers report that no books were taken out during the year, I cannot refrain from advising that at the opening of the schools, in September, the Board of Education in each district assign spe-

cifically to the principal of each graded school and to the teacher of each ungraded school the duty of caring for the library in his or her school, that is to say, of giving out and receiving books at an appointed time each week; pursuant to the rules adopted for the distribution of the same.

Last year few books were withdrawn from the different branches of the pedagogical library. A much greater interest has been manifested this year. Many books have been taken out and I have issued four professional reading certificates.

The Passaic County Teachers' Association continues to hold an important place as an educational factor in the county. At the opening meeting in October we listened to an able address by Superintendent A. J. Demarest, of Hoboken. At the January meeting class exercises of much value in composition and geography were given, the former by Miss Lillian Halstead, the latter by Miss Mary A. Hand. The programme for the April meeting consisted of an address by Principal Absalom Grundy upon "Penmanship," followed by a class exercise in writing, and a paper by Principal Samuel E. Barnes upon the subject, "English Grammar." Both speakers were listened to with rapt attention, and their views were regarded as eminently practical.

The fall meeting of the Passaic County School Board Association was held in the County Court house, in Paterson, on September 21st. Judge Francis Scott addressed the meeting and business of a general character was transacted. The attendance, I regret to say, was small. At the spring meeting, April 12th, the attendance was considerably larger. The following officers were chosen for the ensuing year: H. A. Wilcox, president; S. W. Hewins, vice president; A. W. Smith, secretary; R. M. Torbet, treasurer; William J. Barbour, S. W. Hewins and H. A. Wilcox, delegates to the meeting of the State School Board Association. A general discussion of the recently enacted school law followed, after which the meeting adjourned.

The Passaic County Teachers' Institute convened in Paterson on the 19th and 20th days of December. The Institute was divided into two sections: (1) Primary and Kindergarten Department and (2) Grammar and High-School Department. Your plan of separating the Institute into two divisions proved an admirable one. Without exception, the lectures were scholarly, masterful and highly instructive. The unanimous verdict of more than six hundred teachers was: "One of the best Institutes we ever attended."

Our Boards of Education recognize the principle that, within reasonable limits, a moderate increase in the compensation of

competent and faithful teachers, as their years of lengthen, brings to the schools the just reward of renewed exertion and effort on the part of teachers and, as a consequence, increased efficiency in the schools.

Last year there were 97 teachers in the schools under supervision. This year 107 have been employed. Of this number fifty were graduates of the New Jersey State Normal School, ten held New Jersey State teachers' certificates of different grades. The forty-seven others were licensed as follows: fifteen, first-grade county; seventeen, second-grade county; fifteen, third-grade county; three, special county. The average monthly salary of teachers was \$68.70 for males and \$47.10 for females, as against \$66 and \$43.69, respectively, last year.

I find no teachers superior to those who have received training in our own State Normal School, and I consider our county is especially favored by the fact that fifty of the hundred and seven teachers were educated in that institution.

The average daily attendance in all districts other than the city was 3,031, which is 105 greater than was the average daily attendance last year. The percentage of attendance on the average enrollment was 85 and the average number of cases of absence per day for each teacher was 31 one-hundredths.

Heretofore the townships of Pompton and West Milford kept their schools open only nine months in the year. Recently those districts voted appropriations for maintaining the schools ten months.

Although but few days intervened between the date of the annual conference of information to the teachers and Arbor Day, exercises appropriate for the day were held in nearly all the schools and these were attended by about 400 visitors.

The examination of pupils in the eighth-year grade for graduation occurred during the first week in June. Eighty-three diplomas were issued—sixty to pupils who passed the examination successfully and twenty-three to those who had attained a general average for the year of 90 per cent. in attendance and scholarship.

The following tabulation will indicate the number of graduates from each school therein named: :

NAME OF DISTRICT	NO. OF SCHOOL	NO. GRA
Acquackanonk Township .....	3	
Acquackanonk Township .....	5	
Hawthorne Borough .....	1	

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Little Falls Township .....	1	15
Little Falls Township .....	3	4
Manchester Township .....	2	19
Pompton Township .....	6	3
Pompton Lakes Borough .....	1	8
Wayne Township .....	1	4
Wayne Township .....	2	8
Wayne Township .....	3	1
Wayne Township .....	4	4

The Boards of Education of Acquackanonk, Hawthorne, Little Falls and Pompton Lakes, desiring to offer to their grammar school graduates the opportunity to pursue the higher English branches, introduced the ninth- and tenth-year grades in certain schools in their respective districts, these being Nos. 3, 4, and 5 in Acquackanonk; No. 1 in Hawthorne; No. 1 in Little Falls and No. 1 in Pompton Lakes. By the adoption of this plan, forty-five pupils were induced to enter upon the advanced course, very many, if not all, of whom would, otherwise, have left the school never to return. In the year 1899 the Board of Education of Manchester Township had taken similar action, authorizing a two-years' course above the grammar grades in School No. 2 in Haledon, which this year registered nineteen pupils in that department. In the five districts named, therefore, sixty-four pupils have pursued the higher grades. This movement has imparted an impetus to the study of the higher branches, and, I confidently believe, will be succeeded in due time by the establishment in those districts of three or more High-School Departments, each having a three-years' course of study.

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# SALEM COUNTY.

J. HARRY SMITH, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

• DEAR SIR—With much pleasure and a growing sense of the responsibilities of the office I have the honor to submit the following as my second annual report of the condition and progress of the public schools for the county of Salem for the school year ending June 30th, 1902.

Progress has been made. The condition of the schools gives encouragement for greater efforts. The attention of boards of education and parents has been called to the importance of regular attendance on the part of the children, as under the present law much of the life of the rural schools depends upon this fact. Care has been taken to instruct the older pupils in the desirability of a higher education, whenever possible, when their course in the public schools has been completed. Emphasis has been placed upon the importance of keeping the school grounds in good order, beautifying them whenever possible, decorating the walls of the school rooms with pictures and displaying the pupils' work when of sufficient merit. Special efforts have been made towards securing of better sanitary arrangements in those schools where this matter has been neglected. It is a pleasure to state that gratifying results have already been secured on this line. In schools where no libraries exist the teachers have been encouraged to do their best to establish them and in schools where libraries have been placed to make them a helpful force in developing in the pupils a love for good, pure and wholesome literature. Whenever and wherever this is done the teacher has accomplished a very great work. In concluding these introductory remarks we wish to state that in all our labors in the schools and among the people we have aimed to set forth the sentiments so ably expressed by Wayland when he says: "A true education—what is it? It is awakening a love for truth; giving a just sense of duty; opening the eyes of the soul to the great purpose and end of life. It is not so much giving words as thoughts; or mere maxims as living principles. It is not teaching to be honest, because 'honesty is the best policy,' but because it is right. It is teaching the individual to love the good for the sake of the good; to be virtuous in action, because so in heart; to love and serve God supremely, not from fear, but from delight in His perfect character."

*Boards of Education.*—Many new members were elected at the last annual election. As a rule the district clerks are changed every year. This causes some delay in reports. We are pleased to note an increased interest upon the part of the several boards in the work of the schools. More pains are taken to secure the best teachers possible, to procure a larger local tax and to provide better facilities for the work of the teacher. The county boards of education, on call of the superintendent, met in the Salem County Court House in February. Many subjects pertaining to the work of the schools were discussed. The one receiving

the most attention was the payment of transfers, some contending that, hereafter, the only compensation should be that which is received on the days' attendance. Others claimed that, in justice to all concerned, some additional compensation should be made according to circumstances governing each separate district.

*School Buildings.*—No new buildings have been erected this year. Alloway opened a new room in January. The usual repairs have been made.

*School Libraries.*—Alloway High School, Elmer High School, Mt. Zion of Mannington, Whig Lane of Upper Pittsgrove, Centre in Upper Pittsgrove, Union in Elsinboro, and Union Grove in Pittsgrove raised money sufficient for each to receive payments from the State. Walnut Grove, in Upper Pittsgrove, through the earnest efforts of the teacher, Miss Mary E. Guest, raised enough funds to start a new library in the school.

*Pedagogical Library.*—The teachers' library continues its good work. Miss Eliza E. Jaquett, librarian, makes the following report: Books taken out during the current year, 67; No. of books in the library, 184; *Educational Foundations* is received every month.

*Teachers' Examinations.*—The examinations have been held in Salem. Supervising principal of the Salem City schools and Principal Isaac Rissmiller, who was appointed to fill the unexpired term of Mr. Benton, are the examiners. During the year 12 first, 5 second and 20 third-grade certificates have been issued. Many of the teachers are working to raise their averages and for higher grade certificates.

*School Examinations.*—Two examinations of the schools of the county have been held. The first, termed the mid-winter examination, occurred during the third week in January. The following subjects were given: Physical geography, English composition, civics, bookkeeping and chemistry. The second, or regular examination was given during the first week in May. The number of certificates and diplomas issued was larger than any preceding year, notwithstanding the examination was held later in the year than has been the custom. All the work passed through the hands of the superintendent and was found quite satisfactory.

*Rutgers College.*—The annual examination for free scholarships in the above college was held in the Salem Court House, June 7. No candidates from this county passed the required average. This county had six students in the college during the year, four of whom graduated.

*School Commencements.*—Pennsgrove, Elmer, Woodstown, Alloway, Quinton, Pennsville, Hancock's Bridge and Elsinboro No. 2, held very creditable commencements. I was able to attend all except two, and make the annual address to the graduates. These annual gatherings largely increase the interest in the schools.

*Teachers' Institute.*—At the October session of the Teachers' Association of Salem County a vote was taken as to whether the institute be held in Salem or whether this county join with Atlantic and Gloucester counties at Atlantic City. By a large majority the latter proposition prevailed. The teachers were delighted with the place and the Institute, which was held on the 6th, 7th and 8th of November, in the High-School Auditorium. The instructors were Miss Louise Connolly, New York City, Professor Earl Barnes, Philadelphia, Professor Charles A. Albert, Bloomsburg, Pa.; Professor Ray Hughes Whitbeck, State Model School, Trenton; Dr. James M. Green, Principal State Normal School, and Professor William J. Morrison, State Normal School. Charles J. Baxter, State Superintendent, was present to direct affairs. The standard set up by the Superintendent, though high, was maintained.

*Teachers' Associations.*—The Salem County Teachers' Association held three profitable and enthusiastic meetings during the school year. The first was held in Salem, October 12; the second in Woodstown, January 18; the third in Salem, April 26th.

The following programme for April will indicate the work done:

SALEM COUNTY TEACHERS' ASSOCIATION.

Saturday, April 26, 1902, High School Building, Salem City, N. J.

NOTE.—*Teachers, do not fail. The best fruit is on the new growth.*

MORNING SESSION.

10.00—Music. By direction of Professor Charles E. Glaspey, Salem.



0.10—The Lord's Prayer.

0.15—Remarks by County Superintendent on Teachers' and Pupils' Examinations.

0.30—Lecture: "The Teaching of English.....

Professor Louis Bevier, Jr., Rutgers College

Dr. Wu Ting-Fang's criticism of our public schools, in Philadelphia, April 2. Discussion opened by Principal Lorenzo Lyon of the Woodstown Public School.

#### AFTERNOON SESSION.

45—Music .....Professor Chas. E. Glaspey

55—"Drawing in the Public Schools".....Miss Emma E. Sheppard, Camden

*For thought and discussion of one or more:*

(1) The Three Greatest Benefits of the School Library.

(2) How Can the School Grounds Be Made More Attractive?

(3) Has the Time Come When Rural Districts Should Employ Teachers of Music?

(4) What May Be Prophesied by an Inspection of the Teacher's Desk?

(5) The Value of a Teacher to the Cause of Education Who Attends No Educational Meetings.

Our plan is to have one "foreign" speaker and the others home talent. Many of the teachers take a lively interest in the discussions. The lecture by Dr. Bevier, Jr., more than delighted the audience. It was pronounced *an excellence*.

*The Teachers.*—There are in the county, including the city of Salem, one hundred and thirty-eight teachers employed for the full year and three for a term of four months. Of this number fifteen are men. The teachers, as a rule, are thoughtful, earnest and painstaking in their work. Owing to the small salaries paid in some rural districts we have, perhaps, more than our share of the inexperienced. Very many changes in our corps of teachers take place every year. Professor Fred A. Benton, of Woodstown, resigned in March to accept the principalship of the Ocean City schools. Professor D. R. Rohrbach, of Elmer, goes to Montana and Miss Lillie Edwards, of Salem, goes to Winona. Miss Annie E. Bradway, of Woodstown, has put in thirty-four years of noble work in the cause of education; Miss Sara E. Mars, of Albany, thirty-one, and Mrs. Anna F. Barber, of Hensgrove, twenty-five years of consecrated work to the same use. Miss Mary Spear, of Salem, has taught for nineteen years, all of which time has been spent in the same school—Morris Neck, Mannington township. She has been re-elected. There is difficulty each year in securing enough teachers to fill the schools. At this writing there are four vacancies.



*Arbor Day* was observed April 25th. Printed circulars mailed to each principal and teacher April 10, calling attention to its importance and advisability of making the exercises of than usual interest. Reports were received from nearly every school, indicating that much interest had been taken in the observance. We attended the exercises at the Pennsgrove and made an address.

*Course of Study.*—No changes have been made in the course of study. We had the "course" reprinted during the year as the subjects of the high school arranged by years, i. e., certain subjects for the 1st year, and so on for the three years. Our course of study consists of primary, first four years; grammar, next four years, and high school three to four years. Certificates of promotion to grammar grade are issued to all pupils who complete the primary grade, and diplomas, furnished by the State, to those completing the other courses.

*School Visits.*—The part of my work that I appreciate most is the visiting of schools. It is a great pleasure to see the pupils and teachers at work. My interest must increase. A school's work is the developing and training of human souls for life, usefulness and happiness. I have made more than the required number of visits. There are seventy-four schools under my supervision and I have made two hundred and forty-six visits.

I have endeavored to make my visits as practical and helpful as possible.

My duties have been made very pleasant by the kind cooperation of parents, pupils, teachers and all school officials.

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## SOMERSET COUNTY.

REV. J. A. METS, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—Herewith I submit my annual report for the year ending June 30, 1902.

It is gratifying to report a steady growth of the true teaching spirit among our teachers, the most of them being ambitious

do the best work possible. In many instances this is, unfortunately, thwarted by the irregularity of attendance. But that will be remedied by the fuller enforcement of the truant law. And it is just here that the benefit of the change in the basis of the appropriation of the State School funds will more and more show itself, the several boards of education becoming constrained to apply the provisions of the compulsory school law more stringently.

The necessity of closing the smallest schools and combining them with others is becoming more and more felt in this county. Hillsborough township will transport the children from one more of its smaller schools to another near by. This movement is, however, not yet general enough in the county at large, a number of schools still being maintained at an expense wholly out of keeping with the work to be done. I would, therefore, repeat the suggestion made in my report of last year, viz., that authority be vested by law somewhere to fix a minimum limit permissible for the continued maintenance of a public school.

The new school house at Harmony Plains, No. 14, Hillsborough, has been occupied the past year, proving much better adapted to modern demands of school work than the old house that was burned down. At Ten Mile Run also, No 4, Franklin, a new school house has been built and put into use. To the erection of this one of the residents, Mrs. Phillips, contributed \$1,000, besides donating a lamp, chandeliers, clock and seventy-five folding chairs. The remainder of the cost, inclusive of desks, etc., amounting to about \$400, was borne by the board of education of Franklin township. The new house is a model of neatness and convenience.

The new building for the scientific, manual training and domestic science department in North Plainfield Borough has been occupied this year, and the work done there has already more than justified the expenditure of the funds for this object. Much has been done also the past summer in beautifying and renovating the school houses in other districts of the county.

At a recent special meeting of the legal voters in Bernards township the Board of Education was empowered to proceed at once with the erection of a four-room school building at Basking Ridge. There is no doubt that another year will see a large school house built at Bernardsville also, one that will be fully adapted for advanced grammar and high-school work.

As in the preceding years, no applicants presented themselves for the competitive examinations for scholarships in the State College of Agriculture and the Mechanic Arts. Regrettable as

this may seem, I have found that the cause of this lies partly in the fact that the young men pursuing a sufficiently advanced course of study in our high schools to fit them for this examination generally prefer to enter the scientific department of Rutgers College proper.

For the county grammar school examinations held in June there were 52 applicants, 43 of whom secured diplomas, as against 51 applicants and 27 diplomas the year before, a gain of nearly 30 per cent. in the number of diplomas granted. This is fairly indicative of much improvement in the work done by the teachers.

To the teachers' libraries 108 books have been added during the present year. These were carefully selected by a committee consisting of myself and three of our most prominent principals. In the matter of school libraries quite a marked improvement is shown, more money having been raised the past year than in any former year, so far as the records in this office show, and nearly one thousand books having been purchased in the two years just passed than in any preceding year. The teachers also are becoming more particular in keeping the records of the libraries, a result due to the cards gotten up by me for this purpose. Still another improvement in this matter will have to be made, however, before this branch of our work is fully up to the mark. I would renew the suggestion made in my report of last year that in the future no State aid be given for the purchase of library books or apparatus except upon the written testimony of the county superintendent or other recognized authority that the books and apparatus in the school for which such aid is sought are properly cared for.

The County Teachers' Association and the general teachers' meetings have again proved very profitable.

Owing to a very serious injury, which incapacitated me for work for some time, the April meeting of the County Boards of Education had to be omitted. The same misfortune also largely diminished the number of school visits to be made. The Teachers' Institute held at Bound Brook on December 16, 17 and 18 was, as usual, very profitable. The addresses of Mr. Earl Barnes on Child Study particularly enlisted the interest of the teachers. As a result a systematic study of this general subject was entered upon during the remainder of the year, the primary object being to get at the child's idea of character. I therefore sent out the following questions to all the schools in the county:

1. What person, whom you know, have heard or read of would you most wish to be like?
2.
  - a. Would you wish to be like Mr. McKinley? Give reasons.
  - b. Would you wish to be like Miss Frances E. Willard? Give reasons.
3.
  - a. What is a gentleman?
  - b. What is a lady?

Answers to these questions were received from nearly all the schools and were tabulated by me according to the age and sex of the pupils and the answers given. Many of the reasons given are quite curious and amusing, some also displaying much intelligence on the part of even very young pupils. The result, aside from the insight thus obtained into the working of the child-mind, has been quite beneficial in giving a better insight into the ability of the teacher in developing the mental and moral character of the pupils than could be gotten by the mere visitation of the schools. The experience thus gained may be a guide in the future work connected with the supervision of our public schools.

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## SUSSEX COUNTY.

LUTHER HILL, COUNTY SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I present herewith my twenty-sixth annual report of the condition of schools in Sussex County, for the school year ending June 30, 1902.

Our educational progress for the year has not been altogether satisfactory, owing not to any lack of interest or of effort on the part of officers or teachers, but to conditions beyond our control. During a part of the year the weather became so inclement and the roads in such a state as greatly to reduce the attendance in

rural schools, and in some instances to close them for a period. Other schools were closed on account of small-pox and other contagious and epidemic diseases.

The average time that the schools have been kept open is the same as last year. There is a loss of one hundred eight in the total enrollment and a greater loss in the average enrollment due largely to long periods of very stormy weather, and to conditions of health as previously stated. There is a gain in the percentage of attendance based on the average enrollment over the previous year. The county average of teachers' salaries is increased for both sexes. The financial condition of nearly all the districts is very satisfactory. There is an increase in the unexpended balances available for the payment of teachers' salaries for the new school year. Two districts have a bonded debt through building; and one shows a temporary loan made necessary to close up the year's account.

All of the district clerks and custodians of school moneys forwarded their annual reports with promptness and businesslike accuracy.

There is some activity in school libraries. One new library has been established and additions have been made to nine others. Several schools received a loan of a number of very interesting books pertaining to agriculture, horticulture, animals, and birds from Professor Crane, chemist of the Century Milk Company, who also awarded prizes to the pupils for essays upon specified topics.

A table accompanying my report gives the tenure of employment of teachers. From this it appears that more than twenty are *beginners*. This is about the *annual* number of this class, and changes of about half the whole number employed, take place every year. Very few remain in the same school longer than ten years. One has filled the same position for twenty-seven years. One has had a total experience of thirty-nine years.

Six first-grade, twenty-seven second-grade, and eighteen third-grade certificates were issued during the year.

Examinations of pupils for grammar-school diplomas were held May 28 and 29, resulting in the issuing of a largely increased number of diplomas.

No new school buildings have been erected. An appropriation has been ordered in Vernon township for a new school house at Vernon village which will be built in the early part of the new school year.

We have given attention to special duties pertaining to Arbor Day and Patriotic exercises.

Our annual Institute, held at Newton, December 12, and 13, under the instruction of Earl Barnes, Miss Louise Connolly and Dr. Seeley, was very successful. All the teachers were present but four—three being absent from sickness and one without a valid excuse.

For nearly twenty-seven years I have held the office of County Superintendent of Schools, supported by the press and public and aided by the hearty co-operation and loyalty of the teachers. My official relations with the various school officers have been most harmonious and pleasant and in all my intercourse with officers, teachers, parents, and pupils during this long period, in the administration of the duties of the office, I have been treated most courteously and kindly. It is therefore a source of sadness that I shall sever the official relations of more than a quarter of a century by declining a reappointment to the office I now hold. I heartily thank the members of the State Board of Education for this continued confidence and support, and I gratefully acknowledge the countless official and personal favors of yourself and Assistant Superintendent Betts and of the others associated with you in the office.

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## UNION COUNTY.

WILLIAM J. SHEARER, SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I herewith submit a brief report of the schools of Union county, ending September 30, 1902.

Last year I gave a list of fourteen buildings started or finished during my first term as superintendent of Union County. I also called attention to the fact that in the county there were but three unsatisfactory buildings, in which less than one hundred

pupils attended school. During the past year, one of these has been replaced by a modern, four-room building. It also seems certain that transportation will result in the abandonment of another unsatisfactory building. By the end of this year I hope to be able to report progress with reference to the third last-named buildings. Additions have also been made to the Sherman and Garwood schools of Cranford township.

The County Teachers' Association has held regular meetings during the year. These meetings continue to grow in interest and in attendance; not only was the attendance far larger than in previous years but the number of memberships was one hundred per cent. greater than before. Several years ago those attending these meetings were comfortably seated in a single classroom. Now it is found necessary to use the same assembly room as is used for the county Institute. This is largely due to the interest of the teachers and the excellence of the programme. However, boards of education of the county are to be congratulated for placing before their teachers the importance of being present at all these meetings.

If I should say that our county institute was one of the best we have ever had, I would simply be stating a fact and repeating what I said last year concerning our institute. They seem to be better each year. Concerning county matters heretofore reported on, I might make the same statement that I made in previous reports. However, I see no necessity of such repetition. On all lines the work is moving smoothly and principals, teachers and especially Boards of Education are to be congratulated on the success of their efforts to advance the cause of education in this county.

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## WARREN COUNTY.

F. T. ATWOOD, SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I herewith respectfully submit my annual report for the school year ending June 30, 1902.

A serious epidemic of small pox, commencing the first of Jan-



uary and continuing two months, interfered very much with the programme of our schools. Many schools were closed for a long time and the attendance in the other schools, owing to fear and the number of pupils who were vaccinated, was small. It is safe to say that the Boards of Education in Warren county have thoroughly enforced the law requiring the vaccination of school children. There have been a few parents who have objected to the enforcement of the law, and their children were not allowed to attend the schools.

The plan of apportioning the school moneys upon the basis of the school attendance is doing much to advance the welfare of the schools. Boards of Education understand that the longer the schools are open the more money they receive from the State appropriation. Franklin, Oxford and Independence have increased the school term from nine to ten months, and Allamuchy from nine to nine and one-half months. To increase the school attendance some of the school boards offer prizes, while others employ truant officers. A combination might be effective.

On account of the epidemic of smallpox the February meeting of the County School Board Association was postponed until April 26. The meetings of the Association have been fairly well attended by those members of the Boards of Education who were most interested in the advancement of our schools. The results show that the School Board Association has a place in the school system of our State, and is worthy of our continued thought and support.

At the meetings of the Executive Committee of the Teachers' Library Association books have been purchased and added to our libraries until at present we have six permanent libraries containing about forty volumes each, and six circulating libraries of nearly thirty volumes each. We have raised fifty dollars for our teachers' libraries and have received fifty dollars from the State appropriation.

The interest in the annual examination for grammar grade diplomas does not flag. Diplomas were granted to eighty-eight pupils this year.

All the meetings of the County Teachers' Association have been interesting and profitable.

The Teachers' Institute was held at Washington, December 9, 10 and 11. The instructors were Charles J. Baxter, Earl Barnes and Miss Louise Connolly. Earl Barnes and Wm. H. Morrow delivered interesting and instructive lectures on Monday and Tuesday evenings respectively. The Institute was remarkably



satisfactory, and we should be glad to welcome the same instructors again.

Another room is being fitted up for an additional teacher at Pittengerville, Oxford township, and a second teacher has been employed at Marksboro. Various other boards of education are making long needed repairs and necessary changes in their school buildings. The increased population at Alpha has made it imperative that the school facilities there be greatly increased.

It is very gratifying to report the promptness and accuracy with which nearly all the school officials attend to their duties.

There is a spirit of progress evinced along nearly all lines of school work. We have a larger amount voted for school purposes than last year. There is a slight advance in the teachers' salaries. The length of the school term is steadily increasing. Interest in school libraries is growing. One thousand one hundred twenty-one new books have been added to the school libraries this year, and twelve thousand eight hundred fifty-three books have been taken out. The teachers are using modern and progressive methods in their work, and are trying in every way to increase the efficiency of the schools.

Each school under my supervision has been visited twice and sufficient additional visits made to make a total of three hundred four school visits.

In conclusion I wish to express my gratitude to the State Department for the many courtesies extended.

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# **Reports of City Superintendents and Supervising Principals**

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# Reports of City Superintendents and Supervising Principals

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ASBURY PARK.

FRED. S. SHEPARD, SUPERINTENDENT.

*To the Hon. Charles J. Baxter, State Superintendent of Public Instruction:*

DEAR SIR—Permit me in compliance with law to submit the following report concerning the interests of the public schools of Asbury Park for the year ending June 30, 1902.

*Kindergarten.*—A careful regrading of our kindergarten classes at the beginning of the past year, has enabled much more efficient work to be done than was possible before. Children six years of age, who have never been in school are no longer admitted to the kindergarten, but put directly into the first grade of the primary department. Children entering at five years of age are put in the second year of the kindergarten.

The first year and a half of the kindergarten course is devoted to pure kindergarten work. The last half of the second year of the course the work is modified to approach that of the first primary grade.

In connection with the kindergarten work the mothers' meetings have been continued with increasing interest, leading in the latter part of the year to the organization of a mothers' class for the serious study of the kindergarten philosophy and methods. The success of this phase of the work is due to our very efficient kindergarten supervisor, most ably seconded by her associate in the kindergarten work.

Not only has the reorganization of the kindergarten classes greatly increased the effectiveness of the teaching, but a carefully graded two-years' kindergarten course has been worked out in detail. This will give greater definiteness and power to the work

Our aims and general method in this work are well expressed by the following quotation from the last report made to me by our supervisor of the kindergarten department: "In the kindergarten the *aim* is to establish a *sure* foundation for the work of the school and for right living. It is the purpose to arouse and develop here all the dawning powers of the child, both individual and social, and to form good habits, physical, mental and moral."

"The kindergarten also constitutes an easy and happy *transition* from the free life of the home to the necessarily more restricted life of the school."

"The essential *process* in the kindergarten is *self-activity*, 'activity that originates in the mind of the individual, who acts; the most productive kind of activity in the development of operative power, controlling power and originating power.' "

"The important *agency* employed is carefully directed *play*. The natural instinct to play is so regulated as to lead it gradually and naturally into work, securing for work the same spontaneity and joy, the same freedom and serenity that characterize the play of children."

"Through a series of various *occupations*, such as building, designing with sticks, tablets, rings and seeds, drawing, weaving, modelling, sewing, cutting, folding, etc., through social games, pictures, song and story the vigorous and harmonious development of the child is secured."

Elementary teachers are, as a rule, less well qualified to teach history and nature study than any other subjects required of them. I am inclined to the opinion that the fault lies chiefly in the inadequate preparation given in these subjects by normal schools in general. I do not believe this deficiency in the preparation of teachers is to be remedied by crowding more subjects into the normal school courses, providing they are to be kept of the same length as at present, namely two years following a four-years' high-school course. *Time* is required to attain the requisite *scholarship* necessary to teach these subjects intelligently and profitably.

It is not desirable that less attention be given to the study of methods and the so-called professional subjects, but that *more* time be given to the study of *subject matter*. Broader and profounder *scholarship* is the desideratum most lacking in the great body of elementary teachers. This is not the fault of the teacher, nor is it the fault of the normal schools considering the *length* of their courses. The fault lies in the fact that the *normal* schools in general have courses too short in duration to *afford*

the scholarship and culture which elementary as well as high-school teachers should possess. The cause of public education would be greatly advanced and the teaching profession greatly benefited if the normal schools in general could have their courses prolonged at least two years. Nowhere in our educational system to-day do we so much need teachers of breadth and depth of *scholarship* and of culture and refinement as in our elementary schools—teachers who know much more of the subjects they teach than the portion meted out to the children; teachers who know enough of the subjects taught to understand their relationships, and who are competent, therefore, to select and emphasize the *essentials* and subordinate the *non-essentials*; teachers, therefore, who have some power of *self-direction*. The teachers of elementary work need a broader outlook on social development, past and present, a better understanding of societary organization in its industrial, political, religious, educational and social phases and what would naturally follow, a more comprehensive appreciation of the function of schools and teachers. To this end, therefore, not only should the normal-school courses of study be lengthened at least two years, making their diplomas equivalent in standard to a college diploma, but there should be introduced into those additional years and required of all would-be teachers, thorough courses in sociology, economics, political science and history, as well as much longer courses in literature and science than it is possible for the normal schools to give under present standards and as at present organized. The State of New Jersey with its large surplus of revenues could do no grander work for its educational interests than to endow handsomely our State normal school with the means to enable its officers to make it a school of such standards.

Although the biological laboratory in our high school was by contract to have been ready for use a year ago last September, owing to unsatisfactory fulfillment of the contract, we were debarred from the use of this laboratory till last September. Its use this year has, of course, greatly facilitated the study of zoology and botany. The course in each of these subjects extends over one year six periods per week. Four of these periods are devoted to laboratory study. This past year has seen a generous addition to the apparatus and equipment so essential in profitable study of science. In the strong belief that not less than a year should be devoted to the study of any science in the high school our science course provides for one year of study of each of the four sciences—zoology, botany, physics, chemistry, in the order named.

The enrollment in our high school has increased somewhat this past year over that of the former year. This is due to an increase of  $87\frac{1}{2}$  per cent. in the number of tuition pupils attending the school from communities along the shore from Point Pleasant on the south to Deal on the north. In 1900-1901 the enrollment of such pupils in the high school was sixteen. This past year, 1901-1902, it reached thirty. This is exactly 24 per cent. of our high school enrollment and accounts for the unusually large percentage of high-school students in proportion to the total enrollment of the schools. The high-school enrollment this past year was 16 3-5 per cent. of the entire enrollment of our schools. It is interesting to note what proportion of the total high school enrollment is from Asbury Park. The total enrollment, 753, less the tuition pupils in both high school and elementary school, or 40 in all, leaves 713 as the total enrollment from Asbury Park. The total enrollment of high-school pupils from Asbury Park is 95. The proportion of high-school pupils from Asbury Park is, therefore, 13.15 per cent. of the total enrollment from Asbury Park. Comparison with other places shows this to be unusually high. It is a fair indication, I think, of the strength of the high school sentiment in this community, as well as of general economic prosperity.

The following table, showing the total school enrollment, the high-school enrollment and the percentage of the total enrollment constituting students in the leading high schools of our State is instructive. The high schools enumerated comprise all but four of the fifty-two high schools of our State upon the "approved list" of the Trenton Normal School. For that reason they have presumably curricula four years at least in length. The data from which the percentages of this table are computed are taken from the Annual Report of the State Board of Education for 1901, page 44, and the appendices.

The order of arrangement is from highest to lowest. The table shows fourteen districts \* with over ten per cent. of the school enrollment in the high school, twenty-one places with over nine per cent, twenty-eight with over six per cent and thirty-four above 5.05 per cent, which is the average for the whole State. Of the forty-eight districts fourteen are below the average for the whole State. The proper interpretation of these statistics would require more space than allowed me and a much more exact knowledge of local conditions than at present possessed. In general, as might be expected, localities largely manufacturing or foreign in character, show the lowest percentage of high-school enrollment. It is notable that the manufacturing

towns New Brunswick, Elizabeth and Passaic rank above the average for the State, while Atlantic City, Ocean Grove and Burlington, residential and commercial communities, rank below this average. The explanation must be found in the conditions, industrial, social, cultural or all three combined, peculiar to each place.

\* NOTE.—Of the 48 places named in the table, only 36 are school districts in the legal sense of that term. Camden and Bridgeton, despite their high-school enrollments of 316 and 302 respectively, are not included in the table because they are not mentioned as on the "approved list," in the last-annual report of the State Superintendent. The percentage of high-school enrollment in Camden is 2.46 per cent.; of Bridgeton it is 11.37 per cent.

\* TABLE SHOWING PERCENTAGE OF HIGH SCHOOL RELATIVE TO TOTAL SCHOOL ENROLLMENT.

<i>High Schools on the "Approved List" of the State Normal School. (Districts.)</i>	<i>Total Enrollment 1900-1901.</i>	<i>High-School Enrollment 1900-1901.</i>	<i>Percentage of High-School Enrollment 1900-1901.</i>
1. Atlantic Highlands .....	398	89	22.36 per cent.
2. Manasquan .....	397	70	17.63 per cent.
Asbury Park (1901-02) .....	753	125	16.6 per cent.
3. Woodstown .....	318	49	15.41 per cent.
4. South Orange .....	790	116	14.68 per cent.
5. Asbury Park (1900-01) .....	790	114	14.43 per cent.
6. Caldwell .....	316	43	13.61 per cent.
7. Red Bank .....	1,027	137	13.34 per cent.
8. Salem .....	1,020	129	12.67 per cent.
9. East Orange .....	4,007	470	11.73 per cent.
10. Westfield .....	895	103	11.51 per cent.
11. Montclair .....	2,863	306	10.69 per cent.
12. Somerville .....	891	92	10.33 per cent.
13. Madison .....	465	48	10.32 per cent.
14. Ridgewood .....	540	59	10.11 per cent.
15. Boonton .....	758	74	9.76 per cent.
16. North Plainfield .....	1,070	103	9.63 per cent.
17. Morristown .....	1,381	131	9.48 per cent.
18. Dover .....	1,306	120	9.19 per cent.
19. Hackensack .....	1,992	181	9.09 per cent.
20. Vineland .....	1,874	170	9.07 per cent.
21. Philliphburg .....	1,764	160	9.07 per cent.
22. Plainfield .....	2,697	234	8.68 per cent.
23. New Brunswick .....	3,001	254	8.46 per cent.
24. Cape May .....	454	35	7.71 per cent.
25. Long Branch .....	2,711	203	7.49 per cent.
26. Bloomfield .....	1,772	116	6.61 per cent.
27. Elizabeth .....	7,330	464	6.33 per cent.
28. Town of Union .....	3,051	185	6.06 per cent.
29. Trenton .....	9,840	562	5.71 per cent.
30. Passaic .....	4,983	279	5.6 per cent.
31. Lakewood .....	814	44	5.41 per cent.
32. Mount Holly .....	892	45	5.4 per cent.



**\*TABLE SHOWING PERCENTAGE OF HIGH SCHOOL RELATIVE TO TOTAL SCHOOL ENROLLMENT.**

<i>High Schools on the "Approved List" of the State Normal School. (Districts.)</i>	<i>Total Enrollment 1900-1901.</i>	<i>High School Enrollment 1900-1901.</i>	<i>Percentage of High School Enrollment 1900-1901.</i>
33. Orange .....	3,406	181	5.31 per cent.
34. Woodbury .....	887	45	5.07 per cent.
*STATE OF NEW JERSEY.....	217,287	10,973	5.05 per cent.
35. Atlantic City .....	4,760	237	4.97 per cent.
36. Perth Amboy .....	3,197	153	4.79 per cent.
37. Ocean Grove (Neptune Twp). ..	2,325	99	4.26 per cent.
38. Burlington .....	998	42	4.21 per cent.
39. Rahway .....	1,535	64	4.17 per cent.
40. Belleville .....	1,018	39	3.83 per cent.
41. Paterson .....	17,849	668	3.74 per cent.
42. Woodbridge .....	1,271	47	3.7 per cent.
43. Kearny .....	2,340	85	3.66 per cent.
44. Newark .....	41,870	1,508	3.6 per cent.
45. West Orange .....	1,395	50	3.6 per cent.
46. Hoboken .....	9,145	279	3.05 per cent.
47. Jersey City .....	32,174	920	2.86 per cent.
48. Bayonne .....	6,019	146	2.43 per cent.

\* NOTE.—The last annual report of the State Board of Education gives the total enrollment by *Counties* as 336,432 and the high-school enrollment, 14,853. By *Districts* the totals given are 217,287 and 10,973 respectively. The latter figures were used in computing the average for the whole State, before the mistake was discovered. If the enrollment by *Counties* is taken the percentage of high-school enrollment for the whole State would be 4.41 per cent. If, therefore, the enrollment by *Counties* had been used, our conclusions would have to be slightly, though not materially, modified.

The above 48 districts contain 89 per cent. of State enrollment. The above 48 districts contain 90 per cent. of high school pupils of the State.

*Average percentage* of high-school enrollment for above 48 districts, 5.10 per cent., or only slightly more than the average of the whole State, 5.05 per cent.

Five cities, Newark, Paterson, Hoboken, Jersey City and Bayonne, all containing large aggregations of foreign-born, contain 49.27 per cent. or nearly *half* of the school enrollment of the *entire* State. They comprise 55.37 per cent., or *over half* of the school enrollment of the forty-eight districts in the table and only 32.08 per cent. of the high-school enrollment of those districts. It is clear, therefore, that the low average for the State, namely, 5.05 per cent. is accounted for very largely by the status

high school education in the above-named five cities. Leaving these out of account, the average high-school enrollment for the remaining 43 districts would be 7.37 per cent of their total school enrollment. This is a fairer average with which to compare the high school enrollment of these forty-three districts. When this is done there remain but twenty-five districts having a high-school enrollment above this average of 7.37 and eighteen below it. With very few exceptions the populations of these fifteen districts contain a large proportion of manufacturing and foreign-born elements. It is a well-known fact, statistically, that the economic ability of the individual family in populations of such character to keep children in school long enough to complete a high-school course is relatively less than in commercial and residential communities.

The bearing of the above deductions upon the question of a State subsidy to high schools is important. For example, the above table seems to show that it is not the rural communities so much as the congested centers of population that need the benefits of a State subsidy, if one is to be given.

The balance to the credit of our School Library Fund July 1902, was \$18.85. From the State we received \$20.00 and from other sources as school entertainments, appropriations of the Board, and benefactions, \$248.92. The balance remaining unexpended June 30, 1902, was \$95.87.

We have added to our school library, both reference and circulating departments, during the past year, 112 volumes. Our library was opened to the use of the pupils last year during 34 weeks. In this time there were circulated 5,504 volumes. The increase over the previous year in the number of volumes taken from the library on the subjects of history and travel was 87 per cent.; the increase in works read on social subjects was 145 per cent.; the increase in the number of volumes taken out on the subject of science was 53 per cent. These indications of the changing interest of the pupils are very encouraging to us. Your commendations to the State Board of Education relative to the encouragement given by the State to the establishment and building up of libraries will, in my judgment, be most heartily seconded by all in the State interested in the matter of school libraries. I hope the State Legislature will deem it wise to adopt our suggestions.

# SCHOOL REPORT.

## ATLANTIC CITY.

CHARLES B. BOYER, SUPERVISING PRINCIPAL.

*Hon. C. J. Baxter, State Superintendent:*

DEAR SIR—I would herewith submit to you my annual report of the public schools of the city of Atlantic City for school year ending June 30, 1902.

The enrollment during the past year has increased from 4,761 to 5,181, while the teaching force has been increased from seventy-six teachers to ninety-eight, an increase of twenty-one.

During the past year many of the classes that were formerly overcrowded have been reduced to a normal condition. We are practically aiming at class enrollment not to exceed forty-eight pupils. All of the school rooms with the exception of two, are now furnished with single desks, about half of these being adjustable. All of our available school rooms were occupied, and it was necessary, in three instances, to have first-year classes on half-day sessions. We are in need of additional school facilities, and it is earnestly hoped that the proper appropriations may be made early in the fall in order that we may have the requisite number of school rooms by the opening day, September, 1903.

Our teachers have worked faithfully during the year. Special efforts were made by them to secure better attendance. The total number of days present for all pupils during 1901 was 548,993 days, while our total attendance for 1902 was 594,495 days. This is a creditable increase, but is, however, not satisfactory; and great work is needed to stimulate parents to effort of duty and responsibility. The colored and Italian population forms a very large portion of our school enrollment. It is these nationalities that are largely indifferent and thus neglect to send their children to school regularly.

Our new high school was completed last September and ready for use on the opening day, September 16th. The dedication ceremony was to take place on Saturday, September 14, 1902, but, on account of the death of our beloved president, Will

McKinley, these exercises were postponed until the last Saturday in October.

The dedicatory exercises were of great interest, and were listened to by a large audience. The high-school building is located on the northeast corner of Pacific and Ohio avenues. The lot is 150 feet square, and the price paid for the same was fifty thousand dollars. The building is a four story structure, partly brick and partly stone. There are in the building sixteen light, roomy class rooms, size 24 feet by 32 feet; a beautiful auditorium with a seating capacity of 600; a science lecture room; a physical laboratory; a chemical laboratory; a large and well-equipped drawing room; a large manual-training room; two rooms occupied as offices by the Board of Education and Supervising Principal; a large and well-furnished library and a room used exclusively by the principal of the high school. The building is furnished throughout with solid, adjustable, single, cherry desks. The interior woodwork is in oak with a golden oak finish. The ceilings are finished in hard white plastering while the side walls are a grayish tint, soapstone finish.

The cost of the building, including architect's fee, heating and ventilating plant, furniture, grading, building of sidewalks and the general laboratory equipment amounted to \$100.000.

Our Board of Education aimed throughout to secure a light, commodious, roomy and modern school building, heated and ventilated with the best system available; and, it is gratifying to note that they have given to this city such a building. The building will answer the demands for high-school purposes for many years; and is a credit to the thrift and progressiveness of our citizens as well as a monument to the members of the Board of Education. Our chemical and physical laboratories have been well supplied with the necessary apparatus and all science work is now conducted on the laboratory plan.

German was added to the high-school course, with additional minor changes in other lines of work. This was done for the purpose of meeting the urgent demands of other institutions. A number of our graduates have gone to other institutions and were admitted, in most cases, without examination. A new course of study has been adopted for use in our high school. This course will go into effect next September. The primary and grammar school work has been progressive. The attendance in these grades has been good, and a larger number have been held in school than heretofore. We are now following the departmental system of teaching in the seventh and eighth grades.

All of our eighth-grade pupils attend school at the new high-school building, while all the seventh-grade pupils are attending at the Illinois Avenue School. The system in use has been beneficial in many respects. We have inaugurated the system of graduation from the last year of the grammar school to the high school. The exercises have been of an appropriate nature and it is earnestly hoped that this will not only keep more pupils in the grammar schools, but that it will increase our enrollment for the high school.

Of the 5,181 pupils enrolled last year we had 3,415 in the primary grades, 1,500 in the grammar grades, and 266 in the high-school. We are making an effort to increase the enrollment for our high school and this can only be accomplished by a better adaptation of means toward an end in our grammar school work. We must have smaller classes, the best of teachers and more individual work.

Additions were made to the various school libraries. An afternoon and evening lecture by Ernest Thompson Seton was well attended, and about one hundred and twenty dollars realized for our school libraries. This, in addition with the money received from the State, was used for the purchase of library books. A number of reference books, dictionaries, and gazetteers were purchased by the Board of Education.

At the close of the school term an exhibition of school work was held in the lunch room of our new high-school building. The written work in history, geography, language, arithmetic and science work was creditably executed and made a very fine and attractive exhibit. In connection with the above we had work from the manual training and drawing departments. The rooms where the exhibit was held were opened to the public afternoons and evenings during the last week in May. A large number of our citizens, in connection with strangers, spent considerable time in examining the work. The work was very favorably commented upon and reflected credit to the skill and earnestness of our teachers.

The school savings-fund system is still meeting with approval by both parents and pupils. The total amount deposited during the year amounted to \$7,084.26, while the total amount deposited to date amounts to \$32,237.18.

This speaks well for the pupils of our schools, and we trust that the good work may continue.

Frequent grade meetings were held during the year. These meetings were of general importance to all teachers and proved a valuable means in helping the new and inexperienced teachers.

ur teachers are allowed one day during the term for visiting  
her schools, either in our own city or other cities. Most of the  
achers availed themselves of this opportunity and thus spent  
rofitable days in observation of school work either poorer or  
etter than their own.

Progress has been our watchword, and we have endeavored to  
npress upon each teacher, supervisor, or special teacher that,  
we wish to elevate the standard of our schools, honest and con-  
scientious work must be done at all times. We have had a lib-  
eral and hearty support of the Board of Education in all mat-  
ers pertaining to the welfare of our schools; and we trust that  
his co-operative feeling of our citizens, teachers and Board of  
Education may continue.

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## BRIDGETON.

E. J. HITCHNER, SUPERINTENDENT.

*Hon. C. J. Baxter, State Superintendent.*

DEAR SIR—Upon the retirement of Mr. Cox in April, the title  
and duties of City Superintendent fell upon me. One-fifth of  
year as superintendent can call for but the same proportion of  
finished report.

Our high school is not among those of the Approved List, and  
though our judgment of the fitness of things may not be out-  
aged, our local pride spurs us to investigate, to weigh, and to  
take steps towards placing it there, when we are satisfied that the  
honour of such a position can be sustained.

To this end, upon invitation, Dr. Green visited Bridgeton in  
April and gave an interesting talk upon a high-school course.  
His talk abounded in convincing arguments why high schools  
should be upon the Approved List.

Our Board of Education is composed of men from the most intelligent and progressive classes, and are earnest in their efforts to do for the schools what, in their judgment, is for the best.

Until the school law of 1902 became effective, city council selected sites and built the school houses. While they ever responded to the demands for more and better school buildings, they never, as a body, were quite able to free themselves from the old feeling of ward allegiance, and, as a consequence, while the city has built within the past ten years, five modern brick buildings, we have no place where can be gathered the four upper classes that they may advantageously pursue a high-school course. Still, we are not downcast. With a Board of Education to lead public opinion, with a corps of teachers understanding what is required, and each eager to accomplish her share, it is felt that a report from the superintendent of Bridgetown will contain, one of these days, a discussion upon the work of the high school, and expressions of gratification that the pupils from Bridgeton schools can meet those from other parts of the State and say, with them, "We have finished the course prescribed by the State Board of Education."

Our course consists of twelve years; from this were graduated 45 pupils, whose average age was seventeen years, three months, fifteen days. Enrolled in the upper four grades are 265 pupils. Partly upon these conditions we base our hopes for the above.

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## CAMDEN.

JAS. E. BRYAN, SUPERVISING PRINCIPAL.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—The work of our schools in the past year has been seriously interrupted and otherwise retarded by the epidemic of contagious disease that was more or less widespread throughout the country during the year.

We opened in September with a larger enrollment and better attendance than ever before. October was still better. Early in November, however, we began to feel the effects of the alarm that was rapidly spreading. Our increase in enrollment rapidly diminished and our attendance was seriously affected. Conditions grew gradually worse up to the holidays. The Board closed the schools about a week earlier than usual and kept them closed about a week later than usual, making an intermission of about a month. During this time the buildings were thoroughly cleaned and disinfected under the supervision of the Medical Inspector. Upon reopening the attendance was far from normal, but the extreme care given to the sanitation of the buildings and the close personal attention of the Medical Inspector soon restored the public confidence to such an extent that our attendance increased steadily each month from February to May, a very unusual occurrence.

The last four months of the year were unusually good ones, in point of attendance, so that the losses of the early part of the year were, in a measure, made up.

While our enrollment was about two hundred less than the year before and our average roll about four hundred less, nevertheless, our average attendance was better by nearly a hundred.

A year ago I reported a decrease of more than thirty per cent. in the number of cases of lateness. This year I am able to report a still further decrease of more than fifty per cent. The number of cases of lateness was thirty-four per cent. of the number reported two years ago. It is still above the normal.

Our high-school enrollment has steadily increased from 150 three years ago to about 360 for the last year.

There have been no radical changes in the general policy of administration.



## EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

*Hon. Charles J. Baxter, State Superintendent of Public Instruction:*

DEAR SIR—The most important events in the school history of East Orange for the year ending July 1, 1902, were the publication of the revised “Course of Study and Manual for Teachers” and the resolution to double the size of the Elmwood school.

The revision of the course of study was a work of considerable magnitude, and was accomplished in a way believed to be somewhat different from the usual method. The following extract from the Preface may be of interest as explaining not only how this particular piece of work was done, but as illustrating the general plan here followed by which the interest and enthusiasm of teachers and principals are maintained. It is believed that those who assist in planning work will most successfully execute it.

“In 1893 a pamphlet was issued containing the Course of Study with Suggestions to Teachers. This was the joint production of the superintendent and the principals and was prepared after repeated consultation with the teachers. In 1896 this pamphlet was thoroughly revised and rewritten, and considerably enlarged. Both principals and teachers again had an important part in the determination of its contents. Its reception was very gratifying and the large edition was long ago exhausted. The subject matter of the present edition has been prepared in much the same manner. During the past year teachers have been urged to criticise the course in any particulars in which improvement seems to them possible, and to make suggestions toward such changes. A large amount of valuable assistance has thus been obtained. Much of the manuscript has been in the hands of the principals, and their wise suggestions have been of the greatest value. The supervising teachers have in most cases prepared the outlines relating to their specialties. This pamphlet may, therefore, be considered as the joint product—

the teaching and supervising force, rather than as the work of any individual."

The high-school course is included in the revision. The principal changes consist in a slight reduction of the amount of work required by the regular course not leading to college entrance, and in the introduction of modern languages a year after the beginning of Latin rather than simultaneously with it.

The Elmwood is our only school not having full grammar grades. The pressure in the primary classes has been such as to make it necessary to gradually lower the grade of that school. The Board of Education has signed contracts and work is now in progress calling for an addition containing five classrooms, a large kindergarten, a manual-training room and a fine assembly room. Shower baths will be provided for both boys and girls. At the completion of this building every school except the high school will have a fine assembly hall and a well-equipped manual-training room.

Opaque curtains have been arranged on the windows of all assembly rooms and four electric-light stereopticons have been purchased for the use of the schools. It is expected that these will be of great service in teaching geography and history.

During the year the few remaining white walls in buildings were painted in oil, and every schoolroom, hallway and assembly room in the city is now properly tinted in oil colors.

The enrollment and attendance show the usual per cent. of increase and all buildings have been comfortably filled. The question of additional schoolrooms for future use is always present, and it is hoped that another building may be ready in September next.

The year has been a successful one so far as advancement of pupils is concerned. There have been no startling innovations but solid progress has been made along the well-established lines.

## ELIZABETH.

WILLIAM J. SHEARER, SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent :*

DEAR SIR—I herewith submit my seventh annual report for the year ending June 30, 1902.

The work continues to move along smoothly in what we believe to be the right direction. The amount of money available for school purposes makes it impossible for us to do anything along some approved lines of school work, such as manual-training and kindergarten. The best we can do is to strive to give all pupils as much of the bread and butter of education as it is possible for us to give them in the time they attend school. In our efforts to do this, I believe I am safe in reporting very satisfactory progress.

Our special teachers in drawing, physical culture and music have continued to do most excellent work in these subjects. A new teacher of penmanship, Mr. Slocum, was for ten years in charge of that department in the Columbus (Ohio) schools. He has proved himself an unusual instructor not only in the classroom but in the normal drills given to the teachers. We were fortunate in securing him for the year and it was unfortunate for us he accepted a similar position in charge of the penmanship of the Newark schools.

Though the city has been providing quite a large number of sittings yearly we still have great need for more. Three additions to schools are now in course of construction; when these are completed we should be able to take good care of the pupils, unless the city continues to grow too rapidly.

In my report last year, I gave an outline of the high-school course of study. The great number of requests for the course below the high school, leads me to include in this report the outline of that followed in the grammar and primary grades. The outline is the briefest possible, all teachers being required to keep before them the excellent course of the Trenton Model School.

## FIRST YEAR.

*Reading.*—Fundenberg, Ward, Finch or New Educational First Reader. Teachers are required to understand the several methods, and use such a combination as they find gives them the best results.

*Writing.*—Practice figures, letters, words and short sentences. Follow directions given in grade meetings and by Supervisor of Penmanship.

*Arithmetic.*—Facts of numbers from 1 to 10. Teachers are required to understand the Speer and Grube methods, and to drill on principles of Speer method.

*Language.*—Oral and written work as indicated in the Model School Course.

*Geography.*—Lessons in position, direction, distance, land, water, weather and people.

*Drawing, Physical Culture, Music.*—Lessons as directed by the supervisors.

## SECOND YEAR.

*Reading.*—Ward, Cyr, New Educational and other First Readers.

*Writing.*—Smith's Writing Primer. Introduce pen and ink the latter part of the year, as directed by Supervisor.

*Arithmetic.*—Work as given in Baird's First Book in Arithmetic. Multiplication Table to 5x5 developed and committed. Continual use of principles of Speer.

*Language.*—Oral and written work as indicated in the Model School course.

*Geography.*—Same as first year, with additions as indicated in Model School Course.

*Physiology.*—Name and locate the principal parts of the body. Give general statements as to effects of alcohol and tobacco. Teach their use and abuse.

*Spelling.*—Four easy words from lessons daily.

*Drawing, Physical Culture and Music.*—Lessons as directed by the Supervisors.

## THIRD YEAR.

*Reading.*—Ward, Cyr, Stepping Stones, Baldwin and other Second Readers. Supplementary Reading.

*Writing.*—Smith's Intermedial, No. 1 or 2, Short Course. Practice as in previous years and as directed by the Supervisor.

*Arithmetic.*—Baird's Second Book in Arithmetic. Multiplication table developed and committed to 12x12. Daily drill on the "Forty-five Combinations."

*Language.*—First sixty pages of "Talking with the Pencil."

*Geography.*—Long's Home Geography. General work as indicated in the Model School Course.

*History.*—American History Stories, Vol. I.

*Physiology.*—See preceding year.

*Spelling.*—Five easy words from lessons daily.

*Drawing, Physical Culture, Music.*—Lessons as directed by the Supervisor.

## FOURTH YEAR.

*Reading.*—Third Reader and supplementary reading.

*Writing.*—Smith's Intermedial, Short Course, No. 4 or 5. Daily practice as suggested by the Supervisor.

*Arithmetic.*—Baird's Arithmetic, Third Book. Oral to precede written work. Continue to drill on forty-five combinations. Secure accuracy and rapidity in fundamental operations. Drill on Factor Table.

*Language.*—Complete "Talking with the Pencil."

*Geography.*—Redway's Elementary Geography through United States. Local geography. Rapid map sketching. Tarr's First Book.

*History.*—Wilson's History Reader. Talks on civics.

*Physiology.*—Child Book of Health (Blaisdell).

*Spelling.*—First Part of Morse No. 1. Five words daily.

*Drawing, Music and Physical Culture.*—Lessons as directed by the Supervisors.

## FIFTH YEAR.

*Reading.*—Fourth Reader. Seaside and Wayside, Volume III. Supplementary.

*Writing.*—Smith's Intermedial, No 4 of Grammar Course. Drill as directed in Manual and as directed by Supervisor.

*Arithmetic.*—Baird's Fourth Book in Arithmetic. Mental to precede written work. Thorough drill, as in preceding year.

*Language.*—Mother Tongue, Part 1.

*Geography.*—Redway's Elementary finished. Special attention to the United States. Rapid map drawing. Parr's Second Book.

*History.*—Eggleston's or Montgomery's Primary History. American History Stories, Vol. II. Talks on Civics.

*Physiology.*—First part of "How to Keep Well" (Blaisdell's).

*Spelling.*—Morse Speller, Book I, part 2, completed. Words from lessons.

*Drawing, Physical Culture, Music.*—Lessons as directed by the supervisors.

## SIXTH YEAR.

Selections from advanced readers. Carpenter's North America and other supplementary reading.

*Writing.*—Smith's Intermedial, No. 5, Grammar Course. Drill as directed in Manual and by Supervisor.

*Arithmetic.*—Baird's Arithmetic, Fifth Book. Prepare for written work by much oral work. Drill in mechanical work.

*Language.*—Metcalf's Elementary English completed.

*Geography.*—North and South America. Special attention to the United States. Rapid map drawing.

*History.*—MacMaster's Primary History. Lessons in civics.

*Spelling.*—First part of Reed's Word Lessons. Words from lessons.

*Physiology.*—"How to Keep Well" (Blaisdell's).

*Drawing, Physical Culture, Music.*—Lessons as directed by the Supervisors.

## SEVENTH YEAR.

1.—Supplementary.

2.—Smith's Intermedial Grammar Course, No. 6. Drill as directed and by Supervisor.

3.—Baird's Arithmetic, Sixth Book. Drill in Bailey's Mental Arithmetic should prepare for all written work.

4.—Bartlett's Grammar. Composition weekly.

5.—Redway's Advanced finished.

6.—Montgomery's United States' History completed. Civics. Young America.

7.—Second Part Reed's Word Lessons. Words from lessons.

8.—"Our Bodies and How to Keep Well" (Blaisdell's).

*Physical Culture, Drawing*.—Lessons as directed by the Super-

## EIGHTH YEAR.

1.—Supplementary.

2.—Smith's Intermedial Grammar Course, No. 8. Special drills and by Supervisor.

3.—Thorough review. Arithmetic Completed. Bailey's Mental Arithmetic Completed.

4.—Beuhler's Grammar. Compositions and Letter Writing.

5.—Review White's Outline Studies of the U. S.

6.—Review.

7.—Peterman's Civil Government.

8.—Swinton's Word Analysis.

9.—Fifteen words daily from Analysis and other lessons.

10.—Blaisdell's "Our Body, and How to Keep Well" completed.

11, *Music and Physical Culture*.—Lessons as directed by the Super-

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## GLOUCESTER CITY.

HORATIO DRAPER, SUPERINTENDENT.

*J. Baxter, Superintendent Public Instruction:*

SIR—Regarding the work in the Gloucester City schools the past year I may state that the people of this city, largely engaged in arts, trades and commerce, respond,

in their support, most heartily to that system of public instruction and training that fits the children, within a reasonable period of time, to hear, to listen, to think and to perform—that is to say, it is training that meets with the most favor.

Naturally, then, our course of study goes but little beyond orthography, reading, arithmetic, grammar, composition, penmanship, history U. S., geography, in the main, with general history, algebra, geometry, physics, etc., in the high-school course.

In teaching spelling we have phonetic drills, oral and written practice: we use the spelling book, but we are not confined to it. The results are satisfactory.

Much attention is given to reading: with lower grades, practice in “sight reading” from books, cards, with free use of slates and blackboards. The results, while fully up to or even above those usually obtained in city schools, are yet far from satisfactory.

*Penmanship*—The vertical system, while easily taught and productive of legible writing, does not meet with popular support, and we have found it advisable to change to the semi-vertical. We cannot yet judge of the results. Unfortunately we have not been able to substitute paper for slates in the routine school work, and slate writing begets a heavy hand.

*Number work, or arithmetic*.—We find in practice that it is best to strive for fixing the units—addition, subtraction, multiplication and division—before indulging in much mixing—that while the mixing process so plausibly advocated by several recent productions, may be used with much good effect as a round up, yet it is disappointing in the initial stages. Our teachers are handling the subject fairly well.

*Grammar and Composition*—In several of our grades the work is well up to the front, but, taken as a whole, it is far from satisfactory. Most of our teachers understand the subordinate positions of paradigms and definitions in the prosecution of this work, but only a few have that full and artistic knowledge of the subject to give that ready, spontaneous instruction and explanation that obtain more generally in teaching arithmetic. Our stress is laid on teaching language rather than teaching grammar. We are fully alive to the importance of the work, and we are striving to report progress at successive stages.

*United States History*—Results in this branch must necessarily remain bald until our public school teachers become much better

informed along the lines of American biography. Still, our teachers have partly kept up with the progressive movement.

Our discipline in the school room is traditional, and with only slight exception, the order is good—mutual respect and consideration exist between pupil and teacher.

In matter of health the conditions are good and efficient methods are established to protect against contagious diseases.

From several causes our percentage of non-attendance is larger than it should be. This we are constantly striving to remedy, and with encouraging results.

Perhaps the most discouraging factor that we have to deal with is the very large percentage of pupils that are in the habit of reaching school late, and, until our persuasive efforts to rouse the parents' interests to constant and rational co-operation with us succeed, we must report slow progress along this line.

The method of awards in reaching this (or any other school) evil does not meet with our approval: we do not practice it because we believe it is wrong, as a lesson in moral principle, to pay the child for performing a moral obligation.

The above are given simply to show our line of thought in school work during the past year.

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## HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I herewith submit my sixth annual report for the year ending June 30, 1902.

The total enrollment of pupils during the year was 9,569; the average attendance 7,159. The number of males enrolled was 4,776 and the females 4,793. There were 9,431 pupils under sixteen years of age and 138 over sixteen years of age. The number enrolled in the various kindergartens during the year was



1,122. During the last five years the pupils enrolled in the primary and grammar schools were as follows:

	ENROLLMENT	AV. ENROLLMENT	AV. ATTENDANCE
1898 .....	8,863	6,933	6,361
1899 .....	8,716	7,207	6,532
1900 .....	8,684	7,150	6,560
1901 .....	9,145	7,621	6,976
1902 .....	9,569	7,652	7,159

The entire cost of maintaining the schools last year was \$185,678.98. This makes the cost per pupil based on the enrollment to be \$19.69; average daily attendance, \$25.93.

*School Accommodations.*—The greatest hindrance to the work for the past three years has been the want of school room. The schools have been characterized as the unvarying barometers in showing the growth or decline of the population of any city. The Board of Education has availed itself of every opportunity to rent and has rented every building that could be found which was in any way suitable for school purposes and still the schools are overcrowded. It is unreasonable to expect teachers to do good work with overcrowded classes. Notwithstanding these unfavorable conditions the teachers have done the very best they could. I have found a very healthy atmosphere in the classrooms, which has contributed in no small degree to the efficiency of the work. A new school building, with a seating capacity of eighteen hundred is in the course of erection and will be ready for occupancy in September next.

*Training School.*—This school was established in 1897 for the purpose of training teachers for the schools of this city. The need of such a school was an imperative necessity. Graduation from high schools was made the standard of admission. The school has fully come up to the expectations of its organizers. Many of its graduates are now teaching successfully in the schools of this city and the county districts. The faculty of the school has been increased; the course of study has been strengthened; and every effort has been made to improve the character of the work so as to keep it in the front ranks of similar institutions in the State.

*Kindergartens.*—A well equipped kindergarten is maintained in each primary department under the care of an expert kindergarten gartner. From the very beginning the kindergartens m

with popular approval and are now recognized as an established part of our school system. There are a few thoughtless people who look upon the kindergarten as a day nursery. These people have never taken the trouble to estimate the value of such training and naturally jump at conclusions through a process of illogical reasoning or sheer ignorance of the principles of education. The kindergarten has come to stay. It is not looked upon any more as an experiment but has the endorsement of teachers and educators throughout the country.

*Evening School.*—The evening school of last year was eminently successful. It has become an important factor of our school system. Hoboken, by virtue of its location, is a cosmopolitan city. Owing to the fact that many steamships have their termini in our city many intelligent and earnest foreigners make their homes in our midst. While the majority of these foreigners have a good knowledge of their own language, they are very anxious to learn the tongue of their adopted country. The evening school offers to these earnest and persevering people not only exceptional opportunities for acquiring the rudiments of the English language, but they receive their first lessons in the duties and privileges of American citizenship. The advantages of the evening school are not confined exclusively to these foreign classes, but there are large classes of our youth who, by reason of home relations, are obliged to leave school before completing a grammar-school course. Many of these young people, in later years, keenly feel the lack of a proper mental equipment and naturally look to the evening school as the only chance of reclaiming a lost opportunity.

*High School.*—The high school has won an enviable position among institutions of its class and in the esteem of the community.

The high school not only offers a valuable preparation for life in studies beyond the common-school curriculum but it offers a thorough course of instruction preparatory for college.

It is gratifying to be able to state that our graduates have reflected honor upon the school. Some have made admirable records at college and normal schools; others, who have gone from the commercial department are filling responsible positions in the business world; still others in the professional ranks have won coveted honors as teachers, lawyers, physicians, scientists and journalists.

The success of the high school is largely due to the indefatigable efforts of the principal, Mr. Lafayette Talbot, who labors in season and out of season for the upbuilding of his school.

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JERSEY CITY.

HENRY SNYDER, SUPERINTENDENT.

*Hon. Charles J. Baxter, State Superintendent of Public Instruction:*

DEAR SIR—The following statistics show the enrollment and attendance of pupils and the number of teachers employed during the year 1901-1902.

Total Number of Pupils Enrolled .....	29,947
Average Number on Roll .....	23,640
Average Daily Attendance .....	22,249
Number of Pupils Enrolled in Primary Department .....	21,448
Number of Pupils Enrolled in Grammar Department .....	7,447
Number of Pupils Enrolled in High-School Department .....	671
Number of Pupils Enrolled in Kindergarten Department.....	379
Number of Teachers .....	597

From the grammar schools there were graduated 769 pupils.  
The number of pupils graduated from the High School was 72 in the four-year course and 14 in the two-year course.  
From the training school there were graduated 30.  
There were six evening schools, of which one was an evening high school.  
The attendance of pupils was as follows:

	Males.	Females.	All.
Total Number Enrolled .....	2,244	574	2,818
Average Attendance .....	601	239	840
Percentage of Attendance .....	80.8	82.7	81.3

In common with many large cities, this city has had difficulty in supplying the demands for accommodations coincident with the very rapid growth in population. The city has made the greatest possible efforts to meet these demands and has succeeded admirably, as the following comparisons between the statistics for the years 1891 and 1901 will show.

In total population, the city has increased from 163,003, in 1890, to 206,433, in 1900, a gain of 43,430, or 26.6 per cent.

In 1891 the assessed valuation of property was \$84,708,795.00, and in 1901, \$95,602,562.00. The gain was \$10,893,767.00, or 12.8 per cent.

On November 30, 1891, the total valuation of school property was \$714,430. On November 30, 1901, it was \$1,678,060.58, an increase of \$963,630.58, or 134.8 per cent.

In appropriations to the Board of Education for the maintenance of the schools the advance was from \$305,767.04, in 1891, to \$497,824, in 1901, an increase of 192,057, or 62.8 per cent.

The average attendance for the year 1891 was 15,023, and for the year 1901, 22,565, a gain of 7,542, or 50.2 per cent.

The average register for the year 1891 was 16,354, and for the year 1901, 24,184, a gain of 7,830, or 47.8 per cent.

The total enrollment during the year 1891 was 24,411, and during the year 1901, 34,667, a gain of 10,256, or 42 per cent.

The number of pupils on register in the schools on November 30, 1891, was 16,612, and on November 30, 1901, 24,509, an increase of 7,897, or 47.5 per cent.

The number of teachers employed on November 30, 1891, was 415, and on November 30, 1901, 586, a gain of 171, or 41.2 per cent.

Between 1891 and 1901, the following new buildings were erected and occupied: Nos. 1, 1 Annex, 9, 15, 17, 18, 19, 20 extension, 20, 23, 24, 25, 26, 27. The following were remodeled or enlarged: Nos. 5, 6, 10, 13, 19, 23 and 24.. The following buildings were partly or entirely refurnished: Nos. 3, 5, 6, 7, 10, 13 and 16.

During the ten years mentioned 11,981 new seats were provided. On November 30, 1891, the total number of seats was 16,388. The gain in new sittings was, therefore, 73.1 per cent.

In addition to all the new schools which were included in the previous summary, new schools Nos. 2, 28, and 29, containing forty class rooms, are nearly completed and will be occupied next fall.

This brief allusion to the growth of the school department serves to show the attitude of the people and city officials to the schools, the great efforts which have been made to extend the influence of the schools, and the unqualified success which has attended these efforts.

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### MILLVILLE.

HARRY F. STAUFFER, SUPERVISING PRINCIPAL.

*To Hon. Chas. J. Baxter, State Superintendent:*

DEAR SIR—In compliance with your request, I present my second annual report of the public schools of this city.

Nothing startling or unusual has characterized our work during the past year but, on the whole, we can report evidences of progress along many lines. On account of an epidemic of scarlet fever, necessitating the closing of a building in one ward for some time, together with the irregular attendance in other buildings, caused by sickness or from fear of sickness, our average attendance is about the same as last year.

*Improvements.*—Many improvements have been made in and about the school buildings during the summer vacation, causing an expenditure of about \$1,500. A part of this money has been spent for new desks. It is gratifying to know that, in the future, the Board will buy only single seat desks. The new commercial room has been fitted out with tables; a new typewriter has been purchased for office use; one hundred dollars has been appropriated for additional physical apparatus, and about \$130 invested in new books for the consolidated library..

*Course of Study.*—The course of study for the grades below the high-school has been gradually developed. It would take but a short time to write out or compile a course, but it is the

intention rather to make the course grow from the schools than to make the schools fit the course. During the year an outlined course was given to the teachers for examination, suggestions, and criticisms; frequent meetings were held to discuss these outlines; additions or subtractions were made as judgment and experience may have dictated, so that now teachers in the different buildings and grades are doing practically the same work. The difference between the old course and the new course is not very marked except in reading and in arithmetic. Heretofore, in some of the schools, half the time was devoted to arithmetic. While the course does not follow the idea that there should be practically no number work in the first year, it reduces the work to a minimum, and emphasizes the work in reading and in language work during the first four years of school.

Until a year ago but one course was outlined for the high school. Since then the work has been so arranged that pupils may take either the four-year Latin course or the two-year commercial course. This arrangement has been quite satisfactory, but it seems to me the work should be so arranged as to give pupils some choice of studies and make all the courses four-year courses.

On account of a lack of funds the Board of Education has not yet seen fit to introduce music and drawing as regular branches into all the grades. For the coming year, however, a special teacher is employed to teach drawing in the high school, and it is hoped that this may be the initial step for introducing drawing in all the grades.

*The Teachers.*—A number of our teachers have become interested, during the past year, in visiting schools in this city and in other cities of the State. I know no better means of aiding the inexperienced teacher than to send her into a model room for a day. The teacher who is in a rut, and cannot well get out, may also receive renewed inspiration from such visits. Even the best teacher can receive new ideas by visiting other schools, and, in fact, these usually feel the greater need of observing the work of others. Teachers' monthly and grade meetings have been well attended and much interest was manifested in them. The teachers' library, a collection of over two hundred volumes, was a frequent resort for the live teacher.

*Teachers' Salaries.*—At a recent meeting of the Board of Education, on motion, a committee was appointed to arrange a schedule of salaries, and report to the Board for action before the next

annual election of teachers. This subject has been a "bone of contention" everywhere, but justice demands that it be met face to face. No employer would pay the same wages to an apprentice as he would to a skilled workman, because he cannot produce the same results, and yet the apprentice who is employed in our schools receives the same salary as the teacher of years of experience. To one who observes the work from day to day, the result of the work and the character of the material turned out by these two classes of teachers is as marked as is the material turned out by these two classes of workmen. If the teacher of ripe scholarship, with long and successful experience in the work earns but \$40, then the inexperienced teacher earns less; if the inexperienced teacher earns \$40, then the experienced teacher earns more.

*The Compulsory Law.*—No attempt has been made to enforce the compulsory law in this city. While we have the great majority of parents who believe in public-school education and who see that their children attend school, we also have the usual number of parents who are neglectful of school privileges and allow their children to remain at home from day to day, or perhaps do not send them to school at all. Its enforcement would of course, mean an increased expense in maintaining our schools yet, in the end, it would reach a class who frequently become the criminal class of a community, and would, after all, in the end prove a very wise investment. Our night school has not proved the success that it should be. From the statistical report sent you, you will notice that two teachers were employed, that the number of pupils enrolled was 62, while the average evening attendance was but 9 pupils. The bulk of the pupils enrolled were those employed in the factories, and whose ages range between 12 and 15 years. A strict enforcement of this law, for both the day and evening schools, would be a blessing to many a youth of this city.

*Commencement Exercises.*—The annual sermon was delivered by the Rev. W. C. P. Strickland of the First M. E. Church. A crowded church greeted the speaker. Seats were reserved for the graduates, teachers, Board of Education, alumni, and City Council. The graduating exercises were held in Trinity M. E. Church. Ten pupils were graduated in the Latin course, and five in the commercial course. Professor F. H. Green of the West Chester (Pa.) State Normal School delivered the address to the class. The church was crowded and many could not gain admission.

*Miscellaneous.*—All our teachers attended the annual teachers' institute at Bridgeton, November 7, 8, and 9.

Mr. Samuel Berry, who served as a member of the Board for almost two decades, declined a re-election. His great and unselfish interest in school work has been a blessing to the schools.

The Board employed, during the year, fifty teachers. Of this number eleven were normal or college graduates. Twenty-three hold third-grade city certificates. The custom of electing teachers to positions in our schools from the fact that they are graduates of our high school, and not requiring a certificate at all, either city or county, is one of the hindrances for successful work in our schools.

The registers show a total enrollment of 2,195 pupils.

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## MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

*To Hon. C. J. Baxter, State Superintendent:*

DEAR SIR—Forty-three young people were graduated at the close of the year from the high school, a generous number, when the grade of the school is considered. Several causes conspire to this result, but one of chief importance is the constant personal attention that is bestowed on each individual pupil. Of the forty-three graduates above mentioned, twenty-seven were prepared for higher institutions, and twenty-two have already entered such institutions. Several will delay a year before taking up the higher work.

The most important aim of school life in a democracy is, undoubtedly, character-building. The youth must discover himself—that is, his own powers and his relations to other men; and he must fit himself to play his part in the social whole through



practice in self-control and through a varied personal activity. To this end there is need of a large amount of "motor and motive training." Various organizations in which the pupils take the initiative and discharge executive functions are indispensable in a well-equipped school.

The glee and banjo clubs have had a successful year contributing not merely to the entertainment of the school but also to increased proficiency in a very desirable art. The annual concert, given in the spring vacation, drew, as usual, a large audience and added generously to the financial needs of other organizations. The High-School Bulletin continues to serve a useful purpose in school life and has been held up during the past year to at least its former level. The "self-government" plan that has existed for several years in the junior and senior classes has, beyond a doubt, continued to exert a beneficial influence upon these older classes. The plan is probably susceptible of improvement and this will come with further experience. The degree of success of any such plan that is dependent upon public sentiment among the pupils is sure to be somewhat variable from year to year. The year's work in gymnastics and athletics has been a profitable one, the many competitive games having been played with spirit and in a sportsmanlike manner. We gauge the work of physical culture, however, not alone by these games but even more by the regular gymnasium training that is given to all and that continues through the year. Without such training athletic sports would be unsafe. The girls have done excellent work in basket ball but are naturally more limited than boys to gymnasium exercises. In Montclair, as, doubtless in other places, a few parents unwisely belittle the importance of this training and seek to have their daughters excused from it. We believe that, at the growing age of our high-school girls, walking in the open air should be supplemented by exercise that is scientifically planned for the development of the whole body. The more severe the mental work undertaken, the more religiously should this physical exercise be attended to.

During the past year the high school has been put again under great obligation to the ladies of the town for adding to the decorations of the assembly room a considerable number of carbon pictures. The pictures illustrate the highest type of the photographic art, while the originals are among the best productions of world-renowned artists. The transformation of the assembly room during the past two or three years from its white-walled, barren, and cheerless appearance to its present condition with warm, tinted surfaces and tasteful groups of pictures and

reliefs is striking indeed. No intelligent person can fail to appreciate the intellectual and moral benefits of such a change. Much more in line of artistic decoration should be done in our elementary classes, and we believe that the time is ripe for a movement in that direction.

More notable improvement has been made in the important art of penmanship than for many years past. This was due primarily to the employment of a special instructor in penmanship. A special teacher, however, can accomplish little single-handed. The class teachers developed an interest in the subject that insured success. Our experience has proved to us three things: **F**irst, success in teaching penmanship is proportioned to the interest of the teacher; second, vertical penmanship must not be left, as has been so often the case in the past, to teach itself, but must receive abundant exercise in the rolling movement; and **t**hird, that when properly taught the vertical hand can be written rapidly as well as legibly. It is proper to observe here that in the country at large educational authorities continue to favor this system, and that in the end business men will be obliged to accept what the schools almost universally teach.

We find that the purpose of literature teaching is imperfectly understood by some parents and occasionally by a teacher. The object is not merely to entertain, although the work, if skillfully conducted, becomes entertaining. The object is to cultivate the tastes and sympathies of the child, to give him breadth of vision, and to impress him, at this most impressionable age, with noble ideals. To accomplish this the teacher is indispensable. Her clear but brief elucidation of difficult points, her sympathetic voice and eye and evident interest in the subject-matter, the enchain-**i**ng power of the concentrated attention of the entire class—all these work together to impress the child's mind as no silent reading, either at school or at home, can impress. For purely intellectual development this work is important, but for moral influence this literature period is more valuable than any other hour of the daily session. The material for reading—in the youngest grades we would better say story-telling—is selected with extreme care. It is drawn from both ancient and modern times, and from the literature of various nations, and is all of it pregnant with human interest for the old as well as young. It is not our purpose that these books be read analytically, much less that they be examined upon. Such methods are likely to dull the edge of interest, and interest in this particular connection is of first importance.

The policy has been continued of allowing teachers a large degree of liberty. Our teachers bring to their work professional training and experience. Untrained and unintelligent work is certain to be mechanical, imitative, and must be closely supervised. Trained efforts may be left to bear the stamp of individuality. A golden mean must be found between really wasteful experimenting and mechanical uniformity.

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## NEW BRUNSWICK.

WM. CLINTON ARMSTRONG, SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I respectfully submit my fourth annual report on the condition and progress of the public schools of the city of New Brunswick.

*Reading.*—There has been a marked improvement in the reading classes. The rapid progress of the younger children has elicited the favorable comment of parents, and the principals, after inspecting the classes belonging to their departments, find that the standard of proficiency in reading is higher than formerly.

One thing that has contributed to this result is the subdivision of each class into small groups or sections, each of which is brought up in turn close around the teacher's desk for instruction. The importance of becoming a good reader has been emphasized, and proficiency in reading has been made a decisive element in determining whether or not a pupil is qualified for promotion.

A miscellaneous mixture of supplementary readers has been replaced by the adoption of a basal series: Ward's Rational Method in Reading for the lower grades and Brumbaugh's

Standard Readers for the higher; the uniformity thus secured renders possible a comparison of the classes in the same grade in the different buildings and enables each teacher to know exactly how much she is required to teach and what method she should use.

Finally, I have insisted that the ready pronunciation of long words and the fluent delivery of sentences is not truly reading, unless the child gathers the thought; and to this end I have, at the monthly meeting of teachers often taken selections from the regular reading book and have explained them in detail, thus endeavoring to show how the pupils should be led to grasp the full meaning of that which they read.

*Commercial Course.*—A commercial course was introduced into the high school last September. The term “commercial,” when applied to studies, is somewhat vague and indefinite, and hence it may be well to state some of the characteristics of this course as adopted by this Board and offered to pupils in the high school. It was not a short course; it covers four years. It contains no algebra and no geometry, and therefore it should not be chosen by pupils who expect to enter the normal school, to go to college, or to become teachers. Those who complete this course graduate at the same time and receive the same diploma as those do who finish any of the other courses.

Liberal provision has been made for acquiring a knowledge of bookkeeping and practical skill in typewriting and shorthand; the pupil, however, is not allowed to grow narrow by confining himself exclusively to those branches, but is required to study English, German and science as thoroughly as the pupils in other courses do.

Six typewriting machines were purchased, the Isaac Pitman system of stenography was introduced, and a teacher was placed in charge of the new department especially qualified to impart instruction in those studies which are distinctly commercial.

When school opened, last September, the total number of pupils enrolled in the high school department was 239; of these there were 111 taking the German-scientific course, 57 the Latin-scientific course, 55 the commercial and 16 the classical.

I insert here an outline of the course of study in the commercial department:

*First Year.*—English and composition, commercial arithmetic, bookkeeping and penmanship, commercial law, stenography and typewriting, music, drawing and elocution.

*Second Year.*—English and composition, German, bookkeeping, and penmanship, physical geography and physics, music, drawing and elocution.

*Third Year.*—Literature and composition, general history, German, physics, stenography and typewriting, music, drawing and elocution.

*Fourth Year.*—Literature and composition, German, chemistry, stenography and typewriting, elocution, music and drawing, or reviews.

*Music.*—A notable feature of the work in music this year has been the introduction of individual singing among the pupils. an innovation and improvement which places the instruction in this branch on the same pedagogical basis as the instruction in other lines of study. The time allotted to music in the daily programme is fifteen minutes throughout the grammar and primary departments.

The pupil's knowledge of music is indicated on his report card in the grammar grade by a letter determined by the teacher; in the high school by a numeral determined by the supervisor. It is only in the high school that proficiency in music affects in any way the promotion of a pupil; and even in the high school an examination of the records shows that not a single pupil in recent years has failed of promotion because of deficiency in music.

The supervisor personally takes entire charge of the musical instruction in the high-school department and devotes thereto two days a week; he gives three days a week to the grammar and primary classes, and allows for each visitation thirty minutes in the grammar grade and twenty minutes in the Primary.

At the opening of school in September the supervisor of music draws up a schedule of visitation, setting forth the exact time at which each class, in regular rotation, will be visited by him. Each class is visited once every three weeks, and the duties of the supervisor are to test the proficiency of the pupils, to explain in advance any special points of difficulty, and to observe the method of instruction employed by the regular teacher, as each special case may seem to require.

*Janitor Service.*—Attention has been given to the efficiency of the janitor service. There is no reason why our school yards, halls, classrooms and stairways should not be kept scrupulously clean and neat. The requirements are that each classroom be swept every school day, that the windows be opened during the sweeping, and that the furniture, after the lapse of sufficient time, be thoroughly dusted. Snow and ice are to be removed promptly from the sidewalks and paths, gutters kept open, grass plots trimmed, inkwells washed and refilled, chalk trays cleaned, and the wastebaskets emptied every day. The janitors are for

bidden to leave their buildings without permission, and they are also forbidden to attend funerals and fires. First-class janitor service is characterized by timely and willing attention to numerous points of detail which avoid enumeration, but which contribute much to comfort and efficiency.

*Evening School.*—An evening school was opened October 28, 1901, and was closed on March 14, 1902. Sessions began at 7 o'clock and continued until 9; four sessions a week were held until New Year's, and then the number was increased to five. Eight teachers were employed and eight classes taught during the entire period. This is the best record the evening school has ever made.

I find, by looking over the annual reports, that the first evening school in this city was organized on January 7, 1886, and closed on March 10th, having been in session 27 evenings. The number of sessions held each year thereafter has varied from 26 to 42, until last year, when 64 sessions were held. This year 80 sessions have been held. Evening schools always and everywhere have to contend against many unfavorable conditions; nevertheless, satisfactory progress in their studies was made during the past winter by all the classes of the evening school.

*Retirement Fund.*—At a general teachers' meeting, held February 27, 1902, Miss Elizabeth A. Allen, of Hoboken, made an address explaining the provisions and advantages of the Teachers' Retirement Fund, and so effective was her presentation of the subject that the number of members enrolled among the city teachers in active service was increased from nine to thirty-eight. These thirty-eight teachers represent a combined annual salary of \$21,700.00; and thus our city contribution to the Retirement Fund, at the rate of one per cent., as provided by law, amounts to \$217.00.

*In Memoriam.*—The resignation of Miss Sarah Rankinback, of the high-school department, dated April 1, 1902, was accepted by the Board at a meeting held on April 30th, at which meeting the following resolutions were unanimously adopted:

Resolved by the Board of Education that we deeply regret that Miss Sarah Rankinback has tendered her resignation as a teacher in the high school; that Miss Rankinback's resignation because of ill-health be accepted; and that we hereby express our high appreciation of the faithful and efficient work she has done and of the good influence she has always exerted during her long connection with the public schools of this city.

Miss Rankinback died Wednesday, June 4, 1902. Her long service as a teacher merits a word of recognition in this report. She was born in this city; after graduating from the public school she attended the State Normal, at Trenton. Her first year of teaching was in an ungraded school in a rural district where there was no black-board, no wall-map, no dictionary, and where the teacher's desk consisted of two rough upright slabs with a third slab nailed across the top. In September, 1864, she began teaching in the public schools of this city; her last day in the classroom was February 6, 1902; thus her services in the cause of education covered a period of thirty-eight years and a half, during which long interval she witnessed many changes and improvements in the public school system of this State. She taught in nearly all the grades in the primary and grammar departments, and in 1887 was elected to a position in the high school. She retained the best of the old methods, and kept herself well informed concerning the new theories, but she adopted thereof only those parts which were approved by her experienced judgment as safe and sound. Hers was a noble Christian character, and she molded mightily for good the lives of all the boys and girls that came within the range of her influence.

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## NEWARK.

A. B. POLARD, SUPERINTENDENT.

*Hon. Chas. J. Baxter, State Superintendent of Schools:*

DEAR SIR—I have the honor to submit my annual report of the schools of Newark for the year ending June 30, 1902:

*School Accommodations.*—The whole number of school buildings owned by the city and occupied for school purposes at this date of report is forty-nine (49). There are also four (4) rented buildings now used for school purposes.



Owing to the erection two years ago of three (3) new buildings and ten (10) additions to old buildings, we have been enabled to provide fairly well up to the beginning of the present school year for all the children enrolled.

The unprecedented increase in enrollment of two thousand, two hundred and eighteen (2,218) children at the opening of the present school year in September last, again strains to the utmost the capacity of most of our school buildings. Clearly something should be done immediately towards providing school accommodations for the future. An increase in one year of 2,218 children enrolled in the schools, indicates an increase of not less than twelve to fifteen thousand in population during the same period. If this rate of increase is to continue, as seems likely, for several years to come, it will be necessary to build annually at least two (2) new school buildings capable of accommodating one thousand pupils each.

*Furniture and Fixtures.*—I would recommend that hereafter in the seating of all classrooms at least two rows of desks and seats should have adjustable fixtures. This will enable teachers to adjust the desks and seats to the varying sizes of their pupils. The greater number of pupils in every classroom are of normal size, so that the ordinary desk and seat will suit; but there are always a few oversized or undersized pupils for whom adjustable desks and seats should be provided. The cost of adjustable desks and seats is but a trifle more than the cost of those that are non-adjustable, and this additional cost should not be prohibitive if the health and comfort of the children are to be duly considered.

I would suggest also that all blackboards in primary classrooms be placed much lower, that is, within easy reach of the smallest children. In many of our schools at least one-half of the blackboard space is almost useless in grades below the third or fourth primary.

There should be a greater use of mats in doorways and hallways to catch the mud that children otherwise track into the classrooms. This mud, after becoming dry and pulverized, is circulated in fine dust throughout the air of the classrooms and is breathed by the children to their great discomfort and to the detriment of their health.

*Sanitary Conveniences.*—In all new school buildings, and as fast as practicable in all the old school buildings not already so equipped, conveniences for washing the



hands and face should be supplied for every floor. In schools where the children are not as cleanly as they should be, teachers could then insist upon clean hands and faces without the loss of time necessary when a child is sent home. To say nothing of the sanitary aspects, which by no means are unimportant, the saving of books and other school property handled by children would more than repay any outlay for the appliances called for. Running water supplied to each floor and a half dozen or more wash bowls would not require any very large expenditure even in the fitting out of old buildings.

*Isolated Wardrobes.*—Greater attention should also be paid in the construction of pupils' wardrobes. These should be isolated so far as practicable from all classrooms so that the odors or effluvia of any kind arising from pupils' clothing should not circulate in the classrooms to the discomfort and injury of its occupants. This is a very important matter, and is too often overlooked in the construction of school buildings. Besides being isolated, wardrobes should be heated and ventilated independently of adjoining halls and classrooms. Sufficient fresh air of the required temperature should be supplied to wardrobes to dry moist clothing and to thoroughly ventilate it; also to remove disagreeable odors or germ-laden effluvia by carrying the same out of the open windows or ventilating flues.

*Disinfection of School Rooms.*—At least once a month, and oftener, in the case of the breaking out in a class of any infectious disease, all the woodwork of a school room and especially the tops of desks and seats or such parts as are handled by pupils should be carefully wiped off with some efficient antiseptic solution. Whenever it is found out that a child attending school has come down with diphtheria, scarlet fever, smallpox or other contagious disease the room in which the child has been attending should be at once disinfected by the janitor. For this purpose the formaldehyde generator should be employed. The cost of such disinfection would amount to only a few cents, to wit, the cost of a pint or two of wood alcohol, while the chances of completely avoiding the spread of the contagion would be immeasurably increased.

*Enumeration and Attendance.*—Since the annual school census has been abolished we lack certain information heretofore obtained as to the number of children attending other than public schools. I have had in mind a method of securing an approxi-

imately accurate census of all children of school age in each school district by making use of the attendance officers for this purpose when they are not otherwise engaged. In the summer months a beginning could be made in each of the proposed attendance-officer districts; and later while the schools are in session information concerning the names, ages and residences of pupils could easily be obtained through the usual school channels without much labor and at practically no cost. What is needed most is a system for recording information so as to make it readily available for use; such a system is now being perfected.


It is really necessary in order to enforce thoroughly the compulsory-attendance law that the name, age and residence of every child of school age should be known by those charged with its enforcement.

*Merit System and Teachers' Records.*—The value of permanent records of an official character made at regular intervals and covering in more or less detail the question of merit and fitness of principals and teachers can scarcely be overestimated.

Permanent official records, to be sure, are not so necessary in case of continuous service of superintending or supervising officers; but with an ever changing board of school commissioners and with changing school officials of all ranks, records of service that are full, definite and particular, are of inestimable value to protect merit and competency from arbitrary decisions and errors of judgment and action.

To the teachers who have rendered for a term of years satisfactory service, the official record of the same is not only a just reward but a certain security against any possible injury or humiliation likely to arise from ignorance or carelessness on the part of those in authority.

As records accumulate and the efficiency ratings of teachers become more accurate and reliable, the wisdom and justice of this mode of dealing with the delicate question of appointments will become apparent. It will have the effect, if strictly adhered to, of creating in the minds of the teaching corps a sense of confidence and security that will add much to the efficiency of the school system. Nothing can be more destructive and paralyzing than the general belief among the teaching corps that advancement in position and salary goes by favor and not by merit. It is absolutely essential to a good working system that such a belief should not prevail in ever so slight a degree. All advancements should be based solely upon meritorious service or special fitness or both. Records are a *sine qua non* in carrying out such



a system. No person vested with the power of nomination, or of appointment, can be supposed to carry in his head for any long period all the data concerning a thousand teachers, more or less, so as to determine with reasonable certainty in any given case what is the right and proper thing to be done. However able and conscientious he may be, his recommendations, thus largely based upon memory, will always be more or less unreliable; hence, the danger of committing an injustice while seeking only the good of the individual and of the system.

I would state, furthermore, that all official records should be open to the inspection of the persons interested. A teacher has as much right to know her official rating as a bank depositor the balance of his account or a person against whom complaint has been lodged in court the nature and contents of the complaint.

*Supervision.*—In the evolution of school systems as in the evolution of commercial enterprises the great progress of the last few years has been in the closer subdivision of labor. Time was when the teacher combined in himself all the functions of class teacher, principal, special supervisor, superintendent and, in the smaller school districts, janitor of school building. Gradually these functions have been differentiated so that in the best organized city school systems we find specially qualified persons assigned to special duties with the result that all kinds of work are better performed.

That such division of labor is economical there can be no doubt. All our great enterprises including manufacturing corporations, railroads, banks, insurance companies, etc., have been able to assume their mammoth proportions under the oversight of a single head only through perfect subdivision of duties such that each works under the spur and check of all others. Without a thorough system and adequate supervision these great industrial enterprises would go to ruin in a short time.

However competent, faithful and intelligent its principals and teachers, a school system requires for its efficient operation the unifying, co-ordinating and cohering factor of competent expert supervision. It is only by this means that friction can be reduced to a minimum and the maximum energy of the system as a whole be rendered effective.

*Evening Schools.*—There were employed this year at the opening of the schools 123 teachers upon an enrollment of about 3,925 pupils, an average of one teacher for 32 pupils. This low average of pupils to teacher when compared with the day-school

**a**verage finds its justification in the peculiar conditions that **a**ffect evening school work. Classes in evening schools are **l**oosely graded; attendance in most cases is optional; there is a **l**arger proportion of adult pupils than in day schools; many **c**lasses are composed of pupils of foreign birth who speak and **r**ead English either poorly or not at all. Under these **c**onditions it is desirable that classes should be small, say twenty (**20**) to thirty (**30**) pupils as a fair class average.

The salaries paid to evening school teachers is not large, \$40 to \$45 per month in elementary schools, somewhat more in the **s**pecial schools; but the question is often raised whether we are **g**etting enough out of the evening schools to justify their **m**aintenance. It is not alone in Newark that this question is raised; the feeling that evening schools are not as efficient as they should be is quite universal.

In no other class of schools is it so important that the teachers **s**hould be intelligent, fresh and skillful. The nature of the work is such as to demand these qualifications in a high degree. The **c**ourse of study should be specially devised to suit the needs of the class of pupils who patronize evening schools. The course of study pursued in the day schools will not do; it should be **b**rief, connected and pithy. Much of the evening-school teaching I have found desultory and inappropriate. Again, greater **a**tention must be paid to the necessity of interesting pupils by **e**very available means. Attendance in most cases is optional; hence if pupils are not interested they won't attend. Lastly, we **m**ust supply suitable books for the use of teachers and pupils. It may be economical in one way to use in the evening schools the **a**st aside books of the day schools, but in another way it is the **w**orst kind of extravagance. Adult pupils learning to read, for **i**nstance, are not delighted with a primer or first reader suitable for children five or six years of age; they become discouraged, **e**ven disgusted, and soon quit. The apparent saving in cost of **s**uch books is more than offset by the loss of interest and consequently poor attendance and poor progress.

Hence, for the improvement of the evening schools, I would **r**ecommend that hereafter the greatest care be exercised in the **s**election of teachers; that a special and carefully worked-out **c**ourse of study be adopted; and that a proper supply of suitable **b**ooks be hereafter provided. These, to my mind, are the **m**ost important matters to be first considered and acted upon. In the selection of teachers I would recommend that none be **a**ppointed a second time whose record for the year preceding is **b**etter than that of "satisfactory." Again, I would recommend that no

day-school teacher should be appointed to an evening-school position whose day-school record for efficiency is not at least "satisfactory" in both instruction and discipline. Poor and inexperienced teachers have no place in evening schools.

*Principals' Eligible List.*—As a rule the excellence of a school is measured by the intelligence, zeal and energy of its principal. Given the best possible course of study, an admirable corps of teachers and the most careful oversight of a trained corps of able supervisors, a school will fall short of its highest efficiency if the principal is indifferent, lazy or incompetent. As head administrative officer his teachers will necessarily look to him for aid and encouragement. If unable either to aid or encourage, not only will the *esprit de corps* of a school fall to a low level but both instruction and discipline will become weak and lax and inefficient.

Teachers can do their best work in a graded school system only when all the members of that system do well their several parts. A break anywhere along the line shows its injurious effects in all succeeding grades. To see that there shall be no break in the uniform excellence of the work all along the line, is the duty of the principal. To encourage and assist the weak teacher, to support her until such time as her work becomes uniformly satisfactory, is the greatest service a principal can render his school.

*Compulsory School Attendance.*—The law provides that all children between the ages of seven and twelve years shall attend school during the whole time that schools are kept open. Hitherto there has been no systematic effort to carry out the provisions of the law, chiefly, perhaps, because many of the schools are already overcrowded. With even the high average attendance of 93 per cent. of the enrollment there yet remain vacant places for a seven per cent increase of attendance. To fill these vacant seats it seems worth while to make a most vigorous effort.

For some years there has been in operation a truant system, controlled nominally by the Board of Education, but administered largely by a special detail of the Police Department. As good work has been done as could reasonably be expected under such circumstances. Truants have been fairly well looked after, but no determined effort has been made to compel the attendance at school of children whose parents are indifferent or unwilling to send them. Naturally the Police Department does not feel the responsibility for this work. In fact, as well as in contemplation of the law, the enforcement of compulsory attendance has always rested upon the school authorities.

In pursuance, therefore, of what appeared to be their plain duty and upon recommendation of the Superintendent, the Board of Education, in December, passed a resolution to authorize the appointment of a Chief Attendance Officer who, with the aid of such detail as the Police Department might be willing to give, should undertake a more complete enforcement of the compulsory education law.

Mr. Charles A. MacCall, a young man of intelligence and energy, who has been connected for some years with the Clerk's Department of the Board of Education, was elected as Chief Attendance Officer. Having entered upon his duties only a few days before this report is made, it is too early to predict the success of his administration.

It is contemplated to divide the city into attendance districts and to place an attendance officer in charge of each district. This attendance officer will call daily, so far as practicable, at a stated hour, at each school to receive from the principal the names of all cases to be investigated. Duplicate reports of all cases investigated will be made to the Chief Attendance Officer and to the principal of the school. Daily reports will be made to the Chief by the attendance officers of all cases investigated, together with the disposition made of the same. Similar reports will be required weekly from principals of schools.

An effort will also be made as soon as practicable to obtain an exact census of all children of compulsory-school age residing in each school district. To get this information principals will not only employ the service of attendance officers when not otherwise engaged, but will use such other channels of information as may be found available. By this means it is believed a full and exact census may be secured at slight, if any, additional cost, of all children in each school district who are required by law to attend school.

*Medical Inspection.*—Upon recommendation of the Committee on Sanitary Regulations the matter of the medical inspection of school children was brought to the attention of the Board at the opening of the school year and the following resolutions adopted:

“RESOLVED: That we recommend to the Board the establishment of a system of medical inspection of the pupils in the public schools, dating from October 1, 1901; and that twelve (12) physicians, selected from an accredited list furnished by the Board of Health, be appointed as medical inspectors, said appointments to take effect October 1st, 1901, at a salary of two hundred and fifty (\$250) dollars per annum.

**“RESOLVED:** That the Committee on Sanitary Regulations be and is hereby authorized and empowered to prepare rules and regulations for the guidance and control of the medical inspectors; also, that the proper committees be and are hereby authorized and directed to furnish funds for the expenses necessary to maintain the system.”

In pursuance of the above Sanitary Committee, after several conferences with a similar committee of the Board of Health, outlined a system of medical inspection of schools, prepared rules for the guidance of the medical inspectors and teachers and recommended to the Board of Education for appointment twelve competent physicians to act as medical inspectors.

The plan adopted contemplates the daily visit, at a stated hour, to each school by one of the medical inspectors. As shown above the city was divided into twelve medical inspection districts, each district comprising four or five schools in convenient proximity.

The work of inspection began October 1st, and has been continued up to the present time with constantly increasing favor.

The fear that there might be friction between the two boards, namely, the Board of Education and the Board of Health in attempting this work jointly, has proved ill-founded.

Under the rules adopted, which received the approval of both Boards, the immediate direction and control of the medical inspectors is lodged in the Board of Health. Inspectors are required to report daily to the Chief Medical Officer of the Board of Health and weekly to the Board of Education. By this means both Boards are kept in immediate touch with the work of the inspectors, so that any neglect or inefficiency will be at once detected.



## ORANGE.

WILLIAM M. SWINGLE, SUPERINTENDENT.

*Hon. C. J. Baxter, State Superintendent:*

DEAR SIR—I herewith submit for your approval my fourth annual report of the condition and progress of the schools of this city for the year ending June 30, 1902.

The year has been successful in many ways. We have been progressive and the general standing of the schools is higher than at any previous time in their history. A commendable spirit has prevailed in the attitude of principals and teachers to unify the work and accomplish the best possible good under the existing conditions. The most important features of our work have been: the improvement of the work of the kindergartens, the better teaching of the subject of reading in the primary grades, a marked change in the teaching of arithmetic in the primary and grammar grades, a broadening of the course in history, improved attendance, a larger equipment of apparatus and materials to illustrate the class work, a more modern and improved line of text-books, and a better system of records.

The attendance is increasing at the rate of about two hundred a year. During the past three years more than seven hundred has been added to the enrollment. It is a pleasure to report that there has been a steady improvement in the regularity of attendance. The average daily attendance has shown a marked increase, the percentage of attendance has been raised to more than ninety-two, and the number of tardy marks has greatly diminished. This record speaks for itself and it shows that a good sentiment is being instilled into the children and the parents. The best work can only be done where there is regularity of attendance and hearty co-operation between the home and the school.

The same general plan as tried last year prevails, with reference to the enforcement of the compulsory law. The Captain of Police is the nominal truant officer, who details special officers to investigate all names reported to my office by the principals.



Miss Rankinback died Wednesday, June 4, 1902. Her long service as a teacher merits a word of recognition in this report. She was born in this city; after graduating from the public school she attended the State Normal, at Trenton. Her first year of teaching was in an ungraded school in a rural district where there was no black-board, no wall-map, no dictionary, and where the teacher's desk consisted of two rough upright slabs with a third slab nailed across the top. In September, 1864, she began teaching in the public schools of this city; her last day in the classroom was February 6, 1902; thus her services in the cause of education covered a period of thirty-eight years and a half, during which long interval she witnessed many changes and improvements in the public school system of this State. She taught in nearly all the grades in the primary and grammar departments, and in 1887 was elected to a position in the high school. She retained the best of the old methods, and kept herself well informed concerning the new theories, but she adopted thereof only those parts which were approved by her experienced judgment as safe and sound. Hers was a noble Christian character, and she molded mightily for good the lives of all the boys and girls that came within the range of her influence.

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## NEWARK.

A. B. POLARD, SUPERINTENDENT.

*Hon. Chas. J. Baxter, State Superintendent of Schools:*

DEAR SIR—I have the honor to submit my annual report of the schools of Newark for the year ending June 30, 1902:

*School Accommodations.*—The whole number of school buildings owned by the city and occupied for school purposes at this date of report is forty-nine (49). There are also four (4) rented buildings now used for school purposes.

Owing to the erection two years ago of three (3) new buildings and ten (10) additions to old buildings, we have been enabled to provide fairly well up to the beginning of the present school year for all the children enrolled.

The unprecedented increase in enrollment of two thousand, two hundred and eighteen (2,218) children at the opening of the present school year in September last, again strains to the utmost the capacity of most of our school buildings. Clearly something should be done immediately towards providing school accommodations for the future. An increase in one year of 2,218 children enrolled in the schools, indicates an increase of not less than twelve to fifteen thousand in population during the same period. If this rate of increase is to continue, as seems likely, for several years to come, it will be necessary to build annually at least two (2) new school buildings capable of accommodating one thousand pupils each.

*Furniture and Fixtures.*—I would recommend that hereafter in the seating of all classrooms at least two rows of desks and seats should have adjustable fixtures. This will enable teachers to adjust the desks and seats to the varying sizes of their pupils. The greater number of pupils in every classroom are of normal size, so that the ordinary desk and seat will suit; but there are always a few oversized or undersized pupils for whom adjustable desks and seats should be provided. The cost of adjustable desks and seats is but a trifle more than the cost of those that are non-adjustable, and this additional cost should not be prohibitive if the health and comfort of the children are to be duly considered.

I would suggest also that all blackboards in primary classrooms be placed much lower, that is, within easy reach of the smallest children. In many of our schools at least one-half of the blackboard space is almost useless in grades below the third or fourth primary.

There should be a greater use of mats in doorways and hallways to catch the mud that children otherwise track into the classrooms. This mud, after becoming dry and pulverized, is circulated in fine dust throughout the air of the classrooms and is breathed by the children to their great discomfort and to the detriment of their health.

*Sanitary Conveniences.*—In all new school buildings, and as fast as practicable in all the old school buildings not already so equipped, conveniences for washing the

hands and face should be supplied for every floor. In schools where the children are not as cleanly as they should be, teachers could then insist upon clean hands and faces without the loss of time necessary when a child is sent home. To say nothing of the sanitary aspects, which by no means are unimportant, the saving of books and other school property handled by children would more than repay any outlay for the appliances called for. Running water supplied to each floor and a half dozen or more wash bowls would not require any very large expenditure even in the fitting out of old buildings.

*Isolated Wardrobes.*—Greater attention should also be paid in the construction of pupils' wardrobes. These should be isolated so far as practicable from all classrooms so that the odors or effluvia of any kind arising from pupils' clothing should not circulate in the classrooms to the discomfort and injury of its occupants. This is a very important matter, and is too often overlooked in the construction of school buildings. Besides being isolated, wardrobes should be heated and ventilated independently of adjoining halls and classrooms. Sufficient fresh air of the required temperature should be supplied to wardrobes to dry moist clothing and to thoroughly ventilate it; also to remove disagreeable odors or germ-laden effluvia by carrying the same out of the open windows or ventilating flues.

*Disinfection of School Rooms.*—At least once a month, and oftener, in the case of the breaking out in a class of any infectious disease, all the woodwork of a school room and especially the tops of desks and seats or such parts as are handled by pupils should be carefully wiped off with some efficient antiseptic solution. Whenever it is found out that a child attending school has come down with diphtheria, scarlet fever, smallpox or other contagious disease the room in which the child has been attending should be at once disinfected by the janitor. For this purpose the formaldehyde generator should be employed. The cost of such disinfection would amount to only a few cents, to wit, the cost of a pint or two of wood alcohol, while the chances of completely avoiding the spread of the contagion would be immeasurably increased.

*Enumeration and Attendance.*—Since the annual school census has been abolished we lack certain information heretofore obtained as to the number of children attending other than public schools. I have had in mind a method of securing an approxi-

of the full five hours a day schooling. It is to be hoped that the condition of our city will soon warrant the replacing of these buildings with new and more modern structures. We are making every possible effort to secure more regular attendance on the part of our school children. The basing of the appropriation upon the actual number of days' attendance of all children has forced us to use every effort possible to educate children upon the necessity of being more punctual in attending school. I believe that this new regulation will result in the best compulsory school law ever enacted, and it will compel school authorities to resort to every means to prohibit the indifference or ignorance of parents and guardians in denying educational opportunities to children under their control.

*High School.*—The history of the High School for the past year has been characterized by no special event otherwise than the loss of the building which had almost outlived its usefulness and the resorting to the use of one of the other school buildings on half time. This system has, of course, resulted in overcrowding the work of both teachers and pupils, and it will require heroic efforts on the part of all to maintain our usually good standard.

The experiment of admitting students from the grammar schools to the High School twice every year has been continued. This plan has both advantages and disadvantages. It is a distinct advantage if a pupil be not quite prepared to enter the High School that he should, within a period of not more than six months, have a second chance to perfect his entrance; but, on the other hand, there is a great disadvantage in the practice of admission twice a year in the multiplication of numerous small classes of varying degree of advancement, with consequent increased difficulty of organization, but our conditions, for the time being, compel us to continue the present plan, and to study to overcome its difficulties and develop its benefits.

During the past year a student of the High School has won in competitive examination the appointment as cadet at West Point Military Academy, and another has, in the same way, secured an appointment to the Naval Academy at Annapolis.

The graduates of the college preparatory course of the High School have no difficulty in getting admission to the higher institutions of learning. Our graduates are admitted by certificate on the same terms as graduates of the high school of New York and other cities.

On the college-entrance examinations held in June last, fifteen candidates from Passaic and Bergen counties, entered the ex-

aminations and as a result five of our students were admitted to Columbia University, three to Barnard and two to Columbia.

*Normal School.*—Great progress has been made during the past year in our Normal School. Six teachers, especially qualified by experience and training have been added, and the plan and scope of the work generally enriched, and no effort has been spared to afford the young women who take up the teaching profession every opportunity to attain an education equal to that acquired in the best normal schools of the country.

In September thirteen were enrolled in the Senior class and thirty-six in the Junior, or entering class. All in the Senior class passed successfully their examinations and will go on the substitute list for the following year. As it is the policy of the city to train its own teachers, we cannot overestimate the importance of this school to the efficiency of the whole system. To perform the difficult professional work required of teachers demands good health, thorough scholarship and the mastery of the science and art of teaching under expert supervision. It has been our aim to secure vigorous, cheerful, refined and scholarly teachers. Our plan provides for sixteen model teachers, representing the grades of the primary and grammar departments, and, through the generosity of the Board of Education, a substantial increase of salary has been made, so that now our teachers are paid a salary fairly commensurate with the work demanded of them.

*Manual-Training School.*—The progress of our Manual-training School has necessarily been retarded by the total loss of all machinery and tools; the Commission, however, has been able to secure temporary quarters and a small amount of material, so that everything is now in readiness to continue this most important feature of our school system.

*Kindergarten.*—The problem of adjusting the work of the kindergarten department so that four thousand children, ranging between five and six years of age, shall be provided with modern facilities, is a matter demanding thoughtful attention. In many of our schools the rooms assigned to this department of instruction were found inadequate to the number of children seeking admission. Where such conditions exist, half-day sessions have been formed. It is a matter for regret that the majority of children remain but five months in the kindergarten, principals and teachers finding it necessary to make frequent promotions in or-

der to accommodate the number awaiting admission. The good sense of the educational world demands a system of education which will lead to a continuous connected course of work. Much of the good of the kindergarten depends upon the readiness of the grades following to continue the work introduced and we are endeavoring to have our primary grades keep in closer touch and sympathy with the kindergarten. The necessity for a closer correlation is a matter which has been demanding our immediate attention.

*Music.*—The work in the department of music, under a special supervisor, has been steadily improving. As the teachers have become more familiar with the system and its careful grading and the pupils promoted from grade to grade, the outline of work has been completed with greater ease, a superior tone quality, and ability to read music intelligently have been attained.

Our aim is not only to enable pupils to read music at sight, but to give attention to the intelligent rendition of the song. This requires familiarity with the text, key signature, time signature, expression, breathing places, and many other matters. Attention is given to all these matters from the time pupils begin to sing from notes. Many teachers now, who looked upon the music period with dread, are directing their classes acceptably, and I have every reason to believe that both teachers and pupils enjoy the music work and that acceptable progress is being made along this line.

In conclusion I am pleased to say that improvements are being made along the lines of school studies, the course of study being revised and better adapted to the practical needs of this community, and every effort is being made to continue the high standard made by the Paterson schools.

## PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

*Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—In addition to the information contained in the accompanying statistical reports, I will call attention to a few facts and some of the most important improvements and indications which have appeared during the past year.

Up to the year just closed, for nearly ten years, each year has shown an increased attendance of ten per cent. or more over the preceding year. The average for the year 1901-1902 fell a little below that for the year 1900-1901. This falling off certainly does not indicate a decrease in school population, though there are evidences that the rapid increase of past years is somewhat lessened, probably only temporarily. From the opening of the school in September to January, 1902, the usual increase over the corresponding months of the preceding year was fully maintained. Then, owing to a smallpox "scare," an order that all children must be vaccinated or be excluded from school was promulgated and rigidly enforced. This at once caused a falling off of over twenty per cent. The falling off occurred chiefly in the kindergarten and primary departments; the high school was scarcely affected at all, and the grammar grades only slightly. While the majority of these children returned gradually, so many were out so long that it resulted in a large decrease in the average attendance for the year. We have an efficient truant officer and are doing our best to enforce the compulsory attendance law. But, between compulsory attendance and compulsory absence—for non-vaccination—there is a conflict which those opposed or indifferent to school privileges are not slow to see and to take advantage of.

Notwithstanding this falling off in the average attendance for the year, since it was due without doubt chiefly to a special and temporary cause, the school authorities are acting wisely in providing more accommodations. A new eight-room building, replacing an unsuitable four-room building, was opened at the be-



inning of the school year, and all rooms but one were occupied. In the most populous section of the city a new fourteen-room building will be completed, and probably at least ten rooms occupied next September. In another very populous section ground is just being broken for a sixteen-room building. These buildings should relieve the city for one year, at least, from an appropriation for further accommodations.

There was a large increase in the attendance at our evening schools, which are doing successful and immensely important work. One school ran the entire school year, and the other seven months. Next year an additional school will be opened and all will begin their work with the regular school year and probably continue until May, or longer. As more than half the attendants at the evening schools are beyond the compulsory age, it is evident that the advantages offered are largely appreciated. Whole classes of foreigners, some composed entirely of adults, most of whom are ignorant of the English language, are formed every year. Most of these who attend regularly, even for two or three months, learn to understand and read simple English passably, and to converse and write somewhat.

In this connection it is appropriate to mention a recent important gift intended to benefit especially the class of people who profit by our evening schools. I refer to the Jane Watson Reid Memorial Library, a magnificent building to cost over \$100,000, which is now being erected in the heart of the foreign section of the city by Mr. Peter Reid, an old and esteemed resident of Passaic, in memory of his wife.

Summer schools, convenient to nearly all parts of the city, have been maintained, as usual, for a six weeks' session. The attendance and the results were better than ever before. The programme consists largely of manual work, nature-study, singing, gymnastics and games.

The most important change in the work of the schools was brought about by the appointment of a supervisor of physical education. Heretofore this work has been in the hands of the regular teachers, and has not been carried on uniformly in a way to produce the best results. Under the supervisor the results have been very gratifying, and important beyond expectation. From the physical effects the effects of suitable gymnastics on the studies is most beneficial, as has been demonstrated by a successful experiment. Next year a gymnasium with necessary measuring and testing instruments and apparatus suitable for exercise and for the correction of malformation and



physical defects will be provided especially for the use of the High School.

For our own benefit in the enforcement of the compulsory attendance law, we are having a careful census taken of all children from four to fifteen years of age. This is being done by the truant officer during the summer vacation.

Larger salaries elsewhere have attracted rather more of our teachers than usual this year, so that we begin the work next year with about thirty new teachers, which is nearly twenty-five per cent. of our entire corps. Only eight of this number represent an increase, the remainder come to fill vacancies.

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## PERTH AMBOY.

S. E. SHULL, SUPERINTENDENT.

*Hon. C. J. Baxter, State Superintendent:*

DEAR SIR—This year's work has put to a rigid test both the physical and mental endurance of many of our teachers. No special provision having been made for an increased enrollment, the rooms of all the lowest grades were crowded to an extent that precluded satisfactory work there. Our efforts to secure rented quarters were but partially successful, and the rooms we did secure were a miserable apology for the scholastic homes of youthful humanity.

To overcome, in some little measure, the evil effects due to overcrowding, we resorted to the Batavian plan in two sections of the city. The good results claimed by the authors of this plan presupposes a room of sufficient size to comfortably seat eighty pupils. The pupils are expected to attend school all day and are under the care of two teachers during the day.

However skeptical we were and still are as to the feasibility of

the plan, we are not prepared to criticise it because of the failure which accompanied its trial here. Indeed, it may be an educational sin against Batavia to call our arrangement Batavian, since, instead of eighty, we had as many as one hundred and thirty pupils in a room, and neither of the two rooms was of sufficient size to seat more than fifty-six pupils comfortably. The two teachers assigned to each of the rooms were among our successful ones, and in the light of the results secured, I can safely advise against experimentation under conditions similar to ours.

In addition to the two rooms mentioned above we had sixteen others in which the pupils enrolled varied in numbers from sixty to ninety-five.

The members of the Board of Education recognize the injustice to which the pupils under their care are subjected, have done the best they could with the limited amount of room at their disposal, have made unsuccessful attempts to secure from the city authorities an appropriation for more buildings, and in the management of the schools have put to the severest test the elasticity of every dollar placed at their disposal.

We have made no attempt to enforce the truancy law of the State beyond the cases of children who are actually enrolled in the schools, nor have we paid any attention to the compulsory attendance act.

The enforcement of these acts would require increased accommodations and more money, on both of which we are short, but the good that would result from their enforcement could not be measured by the dollars and cents necessary to train to decency those for whom they were specially intended. Then, too, it is a matter of economy to gather into the schools children disposed to be morally warped, since their education there, in the end, costs a great deal less than the corner-and-street education which makes them subjects destructive to the repose of the police officer, and which, in many cases, trains for the police court, the reformatory, and the jail. An unusual number of our teachers resigned during the year. In nearly every case higher salaries elsewhere proved an attraction to those leaving, and properly so. When public sentiment is brought to recognize the fact that brains doing work in the schoolroom are worth as much as they are in other vocations, salaries will tend to uniformity and the itinerant schoolmaster will cease to be.

A new salary schedule will go into effect in September, but the increase will not be sufficiently great to hold the ambitious  
teacher

Our high-school department is growing, and gaining the confidence of the people. The number of pupils enrolled in this department keeps pace with the rapid increase in the lower grades, and we are now confronted with the problem of finding room for them. Our teachers have been painstaking in their efforts to do their best under conditions that were not the most favorable. Our applicants for some years past, with rare exceptions, have been graduates either of a college or a normal school, and the standard of their work during the first years after their appointment ranks higher than in former years when those appointed were very largely untrained.

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## PLAINFIELD.

HENRY M. MAXON, SUPERINTENDENT.

*To Hon. C. J. Baxter, State Superintendent:*

DEAR SIR—I have the usual report to make for Plainfield that the year has been one of healthy growth, of strong work; and of cordial support by the Board and the community. There has been no material change in school conditions during the year. The attendance has been much affected and the work somewhat hindered by an unusual amount of absence in consequence of many cases of vaccination and the scare resulting from several cases of smallpox in the city.

The new high-school building for which money was voted two years since, is still wanting on account of various complications growing out of the changes in the school law. This has prevented the readjustment of classes in the schools that was anticipated when such a building should be completed, and our school accommodations are becoming somewhat cramped. In three buildings we have found it necessary to put one or more classes on half time, but hope another year to hire additional accommodations and furnish at least a partial remedy for this situation.

The work of schoolroom decoration has been extended some-

what during the year, and nearly two hundred dollars have been spent in purchase of pictures and casts for the adornment of the classrooms and assembly halls in various buildings.

In May, we had an extensive exhibit of classroom work from the various classes in all the schools, which was very largely attended by the parents and highly appreciated and approved by those who saw it. There was much comment by the teachers and others able to judge on the improvement shown by comparison with our last general exhibit which was held several years ago.

The class that was graduated from the High School in June was the next to the largest in the history of the school. A large proportion of the graduates will attend schools for higher education next year. The study in English has been still further improved and the results are still more satisfactory. Self-government is even more popular with teachers and pupils, and the spirit of the school shows marked improvement as a result. Our plan is very simple, resting entirely on public sentiment and the pupils' sense of honor, acting according to lines planned by the faculty which shall develop the pupils' sense of responsibility, without calling into play, in any way whatever the self-reporting idea. We believe that such discipline calls out the best that there is in pupils, and, since it throws them on their own responsibility so largely, it gives them valuable training in preparation for similar self-control and right action when they become citizens.

We have now a kindergarten for each of our primary schools and, as result of the lowering of the school age, the numbers in attendance have somewhat increased.

The school machinery has been improved during the year by the adoption by the Board of a complete set of rules for the guidance of teachers, pupils, janitors and others concerned in the school work. The standard for teachers has also been raised by more particular requirements and also by strengthening the tenure of office, since the rules provide that, after a teacher has served several years of probation, she may be put upon the permanent list and thereafter does not come up for annual election but hold her position as long as her service is satisfactory. The maximum salary has also been raised fifty dollars. It is the sentiment of the Board that the best teachers obtainable shall be selected regardless of residence or other conditions. Consequently we draw from a wide field, our teachers coming from a large number of normal schools and colleges, and no one receives an appointment who cannot obtain a certificate from the State Department without examination. In consequence of this standard the character of our force is very satisfactory.

## RAHWAY.

W. O. ROBINSON, SUPERINTENDENT.

*Hon. Charles J. Baxter, State Superintendent of Public Instruction:*

DEAR SIR—The past year has seen the good work continued in the introduction of music, the extension of the high-school course of study to four years, the introduction of a commercial course, and other important changes that are of local interest, and are destined to benefit the cause of education here.

During the year the work of the school suffered very much from the prevalence of several contagious diseases, especially smallpox, which has cut down the attendance fully ten per cent. and has injured the work of instruction much more. While the actual number of cases was not large, the panic at times was great, the pupils remained away from school, and the work of the teachers was thus very greatly hampered.

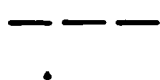
Additions have been made to the school libraries in all buildings but one. The books that are provided for supplementary reading have been increased, reference books have been added, yet they are inadequate.

Good work has been done in teaching reading and instilling a love of that which is good in literature. In connection with mention of this, reference ought to be made to the work that has been done in teaching the use of good English, especially in composition work. We have made this co-ordinate with other subjects, and good results have followed. The old command to write a composition has been eliminated and we now get a cheerful response when we ask for the written report on some lesson in history, reading, observation in natural history, analysis of some problem in arithmetic, etc., etc. In making the composition lesson have, in the minds of the pupils, some just cause for being, we have gained a great advance in securing cheerful co-operation on the part of the pupils in the work, and that is more than half the battle.

We have made the promotion of pupils a very flexible matter. There is a set time when this is done for the majority, but in the case of the exceptional ones, there is a freedom of change of classes whenever there is a need of it. Thus it is possible to save "marking time" in the case of any that might be able to move at

a quicker pace, and we have the exit of "the lock step."

Teachers' meetings during the year have been well attended, and have been full of interest. We have regular meetings of all the teachers twice a month, once for the regular city meeting called for by the by-laws of the Board of Education when matters of general interest are discussed, and another meeting for the instruction of all teachers in reference to the special subjects. At the former meetings we have had several addresses from workers outside of our city, and this has been very much to our advantage.



## TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR—I am very much pleased to be able to report to you that the Town of Union is to have a new school building.

On May 12th, a special meeting of the Board of Education was held to discuss the matter of securing the much-needed additional school accommodations.

As our charter provides no way in which a school house can be erected, it was decided to proceed under the general school laws, just enacted, and, accordingly, a meeting of the legal voters was called for May 28th, at which meeting the propositions submitted by the Board of Education were carried by a large majority.

The propositions were to purchase a plot of land 200x150 feet for a school site, at a cost of \$15,500, and to erect thereon a two-story brick, sixteen-room primary school at a cost of \$44,500, and to issue bonds to the amount of \$60,000 to raise the necessary funds for these purposes.

On June 5th, 24 days after the initial meeting, the proceedings were approved by the Attorney General, and the new school assured.

From the interest manifested by the members of the Board of Education, and the citizens generally, it is safe to predict that the

building will be a model in every respect, the site chosen being an ideal one, on high ground, well-sewered, and fronting on three streets.

The average enrollment per class in the primary grades during the year just closed was 57, the average daily attendance 54. No teacher can do justice to such large numbers of children. It is easily seen how hardworking and conscientious our teachers are when they accomplish what they do under such conditions. When the new school is erected, it will enable us to reduce the size of these classes, and the increased efficiency in the primary work will more than compensate the public for the money invested.

The enrollment in our High School has increased eleven per cent. over last year, and there is every indication that there will be another increase this coming year.

About ninety per cent. of the grammar graduates have signified their intention to enter the High School this fall.

There were 25 graduates from the High School this year. Four of the young men graduates enter college. Four of the young lady graduates enter the New Jersey Normal School. Four more of the young ladies are preparing for teaching elsewhere. Four of the young men are in business and the remaining nine young ladies are at home.

A very much larger number of our graduates would enter the Normal School if there were one easy of access in this part of the State, and the movement to establish an additional Normal School is one that our people are greatly interested in.

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## WEST HOBOKEN.

ROBERT WATERS, SUPERINTENDENT.

*Chas. J. Baxter, State Superintendent:*

DEAR SIR—Perhaps the best thing I can do, in the way of a yearly report, is to state in short order the various events connected with our schools which had a more or less important bearing on them.



**First:** That which had the most serious effect on the attendance was the smallpox epidemic, which occurred in February and March last, and which induced our Board of Education to pass an ordinance requiring compulsory vaccination of all our scholars. This, together with the number of scholars quarantined by reason of living in affected houses, caused a decrease in the attendance, during these two months, of at least fifteen per cent. Hardly any of our scholars themselves were stricken; but many among those who surrounded them were. There was at this time considerable discussion among our people regarding the efficacy or non-efficacy of vaccination; but the majority seemed to favor it, although a few refused to have their children vaccinated. Mr. Kielberg, Inspector of the Board of Health, deserves high praise for his active and fearless conduct, his faithfulness in informing me of every case, and his firmness in having all persons affected with the disease speedily removed to the smallpox hospital at Snake Hill.

**Second:** As the new school law (the McKee law) enables towns and townships such as ours to secure the advantages of the provisions of the law relating to cities, by submitting the question for or against the adoption of Article VI. to the people at a regular election, this was done, and the people endorsed it at the charter election by a large majority. So we are now working under the provisions of Article VI., which gives us the advantage of a superintendent, an examining board of our own, a board of estimate, and several other advantages. Although this town has over 25,000 inhabitants, it is still working under a town charter.

**Third:** As the schools are all more or less overcrowded, and as the high school and two primary classes are located in a hired annex with imperfect accommodations, our Board of Education applied, in June last, to the Town Council for an appropriation of \$75,000 to erect a new school building. So far, no agreement has been reached by the Board of Estimate, which is largely on account of the fact that the members of this board cannot agree as to the location of the school; some insisting on a new school in the First Ward, others in the Second, and others, again, favoring wings to be built on the school buildings now in existence. An agreement of some sort, however, must soon be reached; for more room is an imperative necessity. The history of mankind, it is said, is a history of blunders; and one of these was in the erection of the three new buildings, which should have been made large enough for a complete primary and a grammar department, 18 classrooms, whereby the graduates therefrom could have gone direct to the high school; but as these schools



have only 15 and 16 classrooms, the scholars of the highest class in each of them must, on promotion, go to School No. 1, which alone has classes enough for a complete primary and a grammar department, but not enough room to have the highest class of each of the other schools pour into it.

Fourth: So that, at the half-yearly promotions last February, we were obliged, for lack of room, to let the scholars in each class remain where they were, and raise the grades. This was not, however, favorable for either scholars or teachers, and it created general dissatisfaction. In one school, No. 4, this was avoided in this way: Miss Edith Giles, the teacher of the 7th-year grade, voluntarily undertook to teach the two higher classes in one room, and thus enabled all the other classes in the school to be promoted. The result was great satisfaction among the teachers and excellent progress in all the grades.

Fifth: At the High-School graduating exercises, which took place in June last, four boys and twelve girls received their diplomas. Of these a number of the girls are now serving as pupil teachers in our schools—not one has gone to the Normal School at Trenton—and two of the boys have gone to higher institution to prepare for business. Study at a higher institution in order to become good business men is considered necessary; but such study in order to become good teachers is not at all necessary. And when one can get a position without it, why should it be considered necessary? The Hon. Thomas E. McEwan delivered an admirable address to the graduates on this occasion.

Sixth: When the schools opened in September, we were obliged to make half-day sessions in all the kindergartens, seven in number, on account of the large number of small children in this town. All our kindergartens are now completely equipped with kindergarten material, including tables, small chairs and the Froebel gifts; and they are taught by good teachers, who are doing excellent work.

Seventh: At the beginning of this school year our Board of Education raised the salaries of all our teachers (85 in number) five per cent., thus increasing the pay roll \$2,500 a year. The janitors received each an increase of \$100.

Eighth: Although all our schoolrooms have pictures of more or less merit, I felt that an improvement in this respect was desirable. So that, when a Boston firm offered to send on exhibition a collection of fine copies of masterpieces in painting, the income from said exhibition to be devoted to the purchase of their pictures, I accepted the offer, and raised the sum of \$166, exclusive

penses, for this purpose. The children were admitted to the exhibition at 5 cents each, and adults at 10 cents, and the whole was a success. The pictures were rather dear, however, we did not get as many as we wished or expected. But the exhibition was worth 5 cents, anyway.

ninth: The teachers of School No. 4, feeling that their school library ought to be in better condition determined to raise money to improve it, and got up an entertainment of their own for this purpose, all the parts being performed by themselves. The affair went off admirably, and they realized the handsome sum of \$200 for this entertainment, which placed their library almost on a par with that of School No. 1. There are now about 900 volumes in this library, and about 1,000 in that of School No. 1. Catalogues for each library have recently been printed, and about 10,000 volumes have been taken out by the scholars during the year.

ninth: For the first time in five years we have had photographs of the scholars taken—not in groups in the playground, as was formerly the case, but in their classrooms, and by daylight, not flash-light.

The result, both in the artistic character of the pictures and the amount raised for the libraries, was highly satisfactory.

tenth: A postal card system of inquiry after absent scholars has been introduced and the scheme has worked well. Any scholar whose absence for one or two days has not been accounted for has a double postal card (one for reply) sent to his father or mother, inquiring as to the cause of his absence, and a reply is always received. This serves to show both scholar and parent that absences are immediately noticed, and that an explanation of the same is required. Should the reply display a case of truancy, the principal of the school simply hands the name and address of the truant to the police officer on duty in the precinct, who is required, as a part of his duty, to look after truants. The appearance of the officer at the home of the truant is regarded as a very serious matter. This arrangement is made by special agreement with the mayor and the police authorities; it has had the effect of causing truancy to be almost unknown.

eleventh: I regret that although there were four graduates of the State Normal School who applied for positions in our schools for young ladies who taught for one month in our schools to the entire satisfaction—not one of them was appointed. Other young ladies, who had merely gone through the high school and secured a county or district certificate, but who resided in the city, secured the positions. I do not think these ought to be excluded altogether, for, as in other professions, some teachers are

born, not made; but when there is a choice, normal graduates ought, as a general thing, to be preferred. Otherwise what encouragement is there for professional training in the high and noble art of teaching? Those who cannot afford the expense of such a training ought to choose some other profession, or earn their living in some other calling.

Thirteenth: In June last we had a school picnic at the Schuetzen Park, where there are many facilities for amusement, and where about 4,000 children and 3,000 adults were gathered. The weather was splendid, the attendance unsurpassed, the dinner to the teachers and trustees excellent, and the good humor and social enjoyment universal. The procession of such an immense throng of children to the park, all dressed in their best, with flags flying and bands playing, was a sight not easily forgotten. A large sum of money was taken in at the gates, and the festivity and dancing continued long after the children had gone home.

Fourteenth: In the evenings and, on Saturdays, in the daytime, there are various classes of foreigners, especially Germans and Armenians, who attend courses in our schools for the purpose of learning the English language; and on one evening of each week one of Mr. Damrosch's Choral Union Classes meets at School No. 1, and another on a different evening at the High-School, for the purpose of learning singing at sight. Among the scholars in these classes are a number of our school teachers. Singing, by the way, which promotes culture of the highest sort, is much prized and practiced among our teachers and scholars; for, besides this Choral Union class, there is another for our teachers alone, which meets after school once a week, and is taught by Miss Mina Felter, our chief teacher of singing. So that the singing by the scholars in the morning assemblies and in the classrooms is generally quite good and often inspiring.

Fifteenth: The one sad event of the year was the death of Miss Elizabeth Cranwell, who had been teaching for five years in School No. 3, and whose demise was much lamented.

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**REPORTS**

**ON**

**nual and Industrial Training**

**FOR THE**

**STATE OF NEW JERSEY.**

**1901-1902.**

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(169)



# Manual and Industrial Training.

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ASBURY PARK.

FRED. S. SHEPHERD, SUPERINTENDENT.

Honorable Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR.—(a) The expenditures for our manual training plant for the past year have been principally for replacement. The plant and equipment remain, therefore, practically the same as reported to you last year.

(b). The *character* and *amount* of work done may be judged from the following courses as actually taught this past year. It should be said in explanation, that the choice of models was, so far as possible, determined by the regular studies of each grade, in other words by the principle of correlation. This was accomplished through the constant consultation and co-operation of the regular grade teachers with the special teachers of Drawing and Manual Training.

The primary classes afford better opportunities for the correlation of Manual Training and of Drawing with the other work of the primary school. The strengthening of personal initiative and the gradual unfolding of originality and creative power, as pupils advance, call naturally for a widening differentiation of such work from the higher classes from the regular work of the school.

## COURSE.

### FIRST GRADE.

*Folding and cutting in paper* of objects founded on the square, triangle, etc., e. g. pin-wheel, flags, boxes, clock dial, fan, book-ends.

*Weaving in Raffia.*—Braiding for mat and basket.

Use of simple measurements, 1 inch and  $\frac{1}{2}$  inch in construction of simple objects: Kite, May-baskets, wall-pocket, boxes.

*Simple Knife-work and Nailing.*—Label, fences and trellis for school garden, boat.

#### SECOND YEAR.

*Simple Construction in Card Board Work.*—Signal flags made, colored and mounted, book for nature work, dove-cote, miniature school desk and seat, butter churn.

*Weaving.*—Simple weaving for book-mark, needle-book and pen-wiper. Weaving Indian blankets in loom.

*Sewing.*—Bean bags.

*Knife Work.*—In handles for flags, paddles for canoes, Eskimo sledge, dasher for churn, loom for weaving blankets.

*Construction of Indian Village.*—Tepee, canoe, paddles, bow and arrow, quiver, snow shoes.

#### THIRD GRADE.

*Construction in Card-Board Work.*—Book mark, boxes, calendar, pen wiper.

*Advanced Weaving with Raffia and Rattan.*—Mats, baskets, birds nest.

*Cord Work.*—Key chains, hammocks, book bag.

Construction of objects, illustrative of the Story of Robinson Crusoe, cliff of clay, cabin, stockade, ladder, raft, derrick.

#### FOURTH GRADE.

*Card Board Work.*—Book mark, handkerchief box, scrap envelope, court plaster case, picture frame, pencil case, paint box holder.

*Basketry with Rattan.*—Mat, basket, flower basket, waste paper basket.

*Knife Work, Etc.*—Construction of Puritan log cabin.

#### FIFTH GRADE.

*Venetian Iron Work.*—Exercises to give skill in handling of tools and materials and knowledge of principles involved

*Construction of Models.*—Picture holder, pencil holder, plant stand, letter rack, swinging gates (*made* but not designed by class); office sign (*designed* and made by class).

## SIXTH GRADE.

*Boys*—

*Designing and Construction of Highway Bridge.*— Ditto railway bridge.

*Knife Work.*—Label, tag, pencil sharpener, fish line winder, paper file, match box, calendar, picture frame, penholder.

*Girls*—

*Sewing.*—Weaving and lining of rattan work basket, patching, naming napkin, hem-stitching and marking towel, making model apron.

## SEVENTH GRADE.

*Boys, Bench Work.*—

*Models* of the Eighth Grade.

*Original Work.*—Designing and making of sail boats, ice boats, slides for school and draw-bridge.

*Girls*—

*Sewing.*—Patching, hem-stitched apron, embroidered collar, button holding, drafting and making skirt.

## EIGHTH GRADE (A).

*Boys, Bench Work.*—

*Models.*—Book-rack, brush-broom holder, pen-tray, picture-frame, ping-pong set

*Girls*—

*Cookery.*—(See Course below).

## EIGHTH GRADE (B).

*Boys, Bench Work.*—

*Models.*—Flower stake, tool-rack, coat-rack, coat-hanger, bread-board, cross-stand, bench-hook, towel-rack.



*Girls—*

*Cookery.*—(See Course below).

DOMESTIC SCIENCE COURSE.

The length of this course is two years, one lesson of two hours each per week. It is given in the last two years of the Grammar School. As this past year was the beginning year in such work in both classes, both covered the first year of the course. Class 8 will have next year the second year of the course. The following are the lessons taught during the past year:

1. Construction of coal and gas ranges and making fire.
2. Experiment with starch and albumen.
3. Poached egg on toast.
4. Potato: boiled, mashed, browned in oven.
5. Cooking of cereals.
6. Cooking of vegetables—cream sauce.
7. Tomato soup.
8. Cooking of omelet.
9. Sponge cake.
10. Pop-overs.
11. Muffins.
12. Tea, coffee, cocoa.
13. Study and classification of foods.
14. House-cleaning lesson.
- 15.. Oyster-soup.
16. Codfish balls.
17. Marketing lesson. Broiling of chops.
18. Experiment with yeast.
19. Bread-making.
20. Rolls.
21. Custards, boiled and baked.
22. Cup-cake.
23. Snow-pudding, custard sauce.
24. Dough-nuts.
25. Strawberry shortcake.

(c) As was prophesied in last year's report, manual training

all sorts, with the exception of Drawing, was eliminated this past year from the High School courses of study. The reasons for this change are several: inadequate teaching force, the conviction that, by preference must be shown, the elementary school should have preference, the wisdom of reaching the larger numbers with such means of training, the desirability of holding pupils as long as possible in school by making it interesting and attractive, and the fact that such work is done with relatively less expense in the elementary school. It is hoped the time is not far distant when the services of an additional teacher of Manual Training can be afforded. This would make possible the extension into the High School both of wood-working for the boys and of domestic science and art for the girls in a manner worthy of the name and expenditure.

On the other hand, our Manual Training courses have been extended this past year to all grades of the elementary school as shown here. Each class in the elementary school has the advantage of a definite form of hand-work forty minutes a day, four days in the week, under the instruction or direction of the special teachers of Drawing and of Manual and Domestic Arts. The interest in this work shown by the pupils has been very marked and, reflexively, has put new life into all school work.

This has led to the setting aside of the school day before Decoration Day as Reception Day in our schools. It is a day when pupils, teachers and Board of Education formally receive the patrons of the school and all interested in educational work. This year the day was Thursday, May 29th.

The morning was given up to exercises appropriate to the commemoration of Memorial Day. In the afternoon, from two to five, the pupils and their teachers received the parents of the children and any others interested in seeing what the children had accomplished during the year in Manual Training and Drawing. The best productions of each class were arranged in a general exhibit in rooms suitable to that purpose. The general exhibit of the elementary school included the best drawings of each class and also the hand-work of the two Kindergarten classes, showing the sequence and progression of the work. The drawings of the High School classes were exhibited separately in the art studio. In addition to such general exhibits, the work of each individual pupil was shown on his desk or on the walls of his class-room.

The interest shown by parents and public was far beyond anti-

cipation. From the opening to the closing of the doors the buildings were crowded with enthusiastic visitors.

In the evening the Board of Education, assisted by the teachers and by the girls in the domestic science classes, received the public formally. The first part of the evening the company were entertained in the auditorium by a most excellent address on "Manual Training in Public Schools," by Dr. J. P. Haney, Superintendent of Manual Training in the New York City public schools, Manhattan Borough.

Those present then adjourned to the domestic science and art rooms, where the Board, assisted by the teachers, received the public socially. Refreshments were prepared and served by the girls of the domestic science classes. Although the buildings were so crowded in the afternoon, the attendance in the evening was large. Invitations had been sent out by the Board of Education to all neighboring school boards and school officials. The presence of not a few of these, and their interest in the address and manual training exhibit were specially gratifying and auger well for the extension in Monmouth county of such work. The occasion was honored by the presence of County Superintendent John Enright, who also made a brief address. Next year it is planned to have the public address on the subject of Domestic Science and Art in the Public Schools

It would be interesting to know at what expense per lesson for each pupil Domestic Science and Art are taught in the schools of this State. Hoping that the reports from other schools in the State, where these subjects are taught, will contain this year, or at latest, next year, similar analyses of expense in this department, I herewith set forth the expense of teaching those subjects in Asbury Park.

COOKERY.

Number of pupils in classes.....	38
Number of lessons given each pupil.....	36
Number of lessons given on basis of one pupil.....	1368
Total cost of materials <i>including gas</i> .....	\$49 12
Cost of <i>materials</i> per lesson for each pupil.....	03
Cost of tuition.....	192 00
Cost of tuition per lesson of <i>two hours</i> for each pupil—	
\$192.00÷1368, or .....	14

total cost per pupil per lesson of <i>two hours</i> , including tuition and all materials.....	17
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It will be seen from this analysis that the cost of materials is actually one-fifth of the cost of tuition. It should be noted that the lesson in cookery is *two hours* in length, or three times the length of an average lesson in the Grammar, or in the High School. If stated otherwise one lesson in cookery is equal to three recitations in Grammar, or High School. On the basis, therefore, of *forty minutes* for a lesson or recitation the cost of *tuition* for cookery would be 1-3 of 14c., or 4 2-3c. per pupil per recitation, while the cost of *materials* would be 1c. or *total* cost of tuition and materials per pupil *for a recitation of forty minutes*, 5 2-3c.

SEWING.

The data are not at hand for determining the cost per lesson for each pupil in Sewing. The first year the subject was introduced more materials were purchased than experience proved necessary. These materials are not yet exhausted. Until they are, the cost of materials per lesson for each pupil can not be determined. The cost of tuition can, however, be shown for this past year for the seventy girls, who were taught sewing in the Sixth and Seventh Grades.

In my financial report \$32.00 is recorded as the salary of the special teacher of sewing, who also taught the other kinds of Manual Training. One twenty-fifth of her time approximately was given to the supervision of the regular class teachers, who taught the lessons in sewing. Hence one-twenty-fifth of her whole salary, \$800, is apportioned to sewing. To this must be added that part of the salaries of the regular teachers, which is in proportion to the time spent by them in this work. This amount is \$90. The total cost of tuition therefore was \$32.00 or \$90.00 or \$122.00.

Number of lessons given during the year.....	72
Number of girls taught.....	70
Number of lessons on basis of one pupil.....	5040
Cost of tuition .....	\$122 00
Cost of tuition per lesson of forty minutes per pupil=\$122 ÷5040 .....	02⅓

It is safe to say that the cost of materials per pupil for a lesson in sewing is not over one-tenth of the cost of tuition, or 24-100 of one cent.

Comparing now the cost of tuition for Cookery and Sewing, it is seen that the cost of tuition for cookery is practically twice that for sewing, as conducted in the Asbury Park schools.

It may seem to some that the annual per capita cost of teaching these subjects would be a much simpler unit of comparison. It would not, however, be accurate, for it would neglect entirely the *time* element without including which there is no common unit of comparison.

WOOD WORKING.

This includes card-board work, cord--work, basketry, whittling and bench work.

Number of pupils taught.....	369
Number of lessons given each pupil.....	72
Number of lessons on basis of one pupil.....	26568
Total cost of tuition.....	\$544
<i>Cost of tuition per lesson for each pupil.....</i>	<i>02</i>
Total cost of materials.....	\$65 71
<i>Cost of materials per lesson for each pupil.....</i>	<i>1-4</i>

The cost of materials in Wood-working is, therefore, one-eighth the cost of tuition, or the cost of tuition eight times the cost of materials. The total cost per lesson was 2¼c.

METAL WORKING.

(In Venetian Iron).

Number of pupils taught.....	53
Number of lessons of forty minutes' duration to each pupil	72
Number of lessons on basis of one pupil.....	3816
Cost (total) of tuition.....	\$63 43
(Special teacher assisted by grade teacher).	
<i>Cost of tuition per lesson for each pupil.....</i>	<i>012-3</i>
Total cost of <i>materials</i> .....	\$23 99

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Materials per lesson for each pupil.....	0063
Cost per lesson.....	0229

The cost of materials in Venetian iron work is, therefore, practically two-fifths the cost of tuition. The cost of tuition is two and one-half times the cost of materials. The total cost per lesson per pupil was practically 23-10 cents

DRAWING.

Number of pupils taught.....	707
Number of lessons given each pupil.....	72
Number of lessons on basis of one pupil.....	50,904
Cost of tuition including services of both grade teachers and special teachers.....	\$1066 60
Cost of tuition per lesson per pupil.....	021
Cost of materials.....	\$157 90
Cost of materials per lesson per pupil.....	\$ 0031
Cost per lesson per pupil.....	0241

The cost of materials for Drawing, therefore, was one-seventh that for tuition, or the cost of tuition was seven times that of materials. The total cost per lesson per pupil was practically 24-10 cents.

It should be remembered that *one-half* only of the expense of Manual Training must be met by *local taxation*. The other half, if in excess of \$5,000.00, is defrayed by the State. The local expenditure, therefore, of teaching Manual Training in its various forms in Asbury Park schools is actually only one-half of the above.

By way of comparison the following tabulation of the above figures affords some conclusions of interest.

Table I.

COOKERY.

Per capita cost of tuition per lesson of 40 minutes, 4.66+ cents.  
Per capita cost of materials per lesson of 40 minutes, 1 cent.  
Total per capita cost per lesson of 40 minutes, 5.66+ cents.  
Total per capita cost for lesson of 40 minutes defrayed by local taxes, 2.83 cents.

Ration of cost of tuition to cost of materials,  $4\frac{2}{3}:1$ .

Total annual per capita cost of two 40-minute lessons per week, \$4.08.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, \$2.04.

### SEWING.

Per capita cost of tuition per lesson of 40 minutes, 2.4 cents.

Per capita cost of materials per lesson of 40 minutes, .24 cents.

Total per capita cost per lesson of 40 minutes, 2.64 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.32 cents.

Ratio of cost of tuition to cost of materials, 10:1.

Total annual per capita cost of two 40-minute lessons per week, \$1.90.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, 95 cents.

### DRAWING.

Per capita cost of tuition per lesson of 40 minutes, 2.1 cents.

Per capita cost of materials per lesson of 40 minutes, .31 cents.

Total per capita cost per lesson of 40 minutes, 2.41 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.25 cents.

Ratio of cost of tuition to cost of materials, 7:1.

Total annual per capita cost of two 40-minute lessons per week, \$1.74-

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, 87 cents.

### METAL-WORKING.

Per capita cost of tuition per lesson of 40 minutes, 1.66 cents.

Per capita cost of materials per lesson of 40 minutes, .63 cents.

Total per capita cost per lesson of 40 minutes, 2.29 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.15 cents.

Ratio of cost of tuition to cost of materials,  $2\frac{1}{2}:1$ .

Total annual per capita cost of two 40-minute lessons per week, \$1.65-

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, 83 cents.

### WOOD-WORKING (including Joinery).

Per capita cost of tuition per lesson of 40 minutes, 2 cents.

Per capita cost of materials per lesson of 40 minutes, .25 cents.

Total per capita cost per lesson of 40 minutes, 2.25 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.13 cents.

Ration of cost of tuition to cost of materials, 8:1.

Total annual per capita cost of two 40-minute lessons per week, \$1.62.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, 81 cents.

#### AVERAGE.

Per capita cost of tuition per lesson of 40 minutes, 2.56 cents.

Per capita cost of materials per lesson of 40 minutes, .49 cents.

Total per capita cost per lesson of 40 minutes, 3.05 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.53 cents.

Ratio of cost of tuition to cost of materials, 6:1.

Total annual per capita cost of two 40-minute lessons per week, \$2.20.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, \$1.10.

Conclusions.—Remembering that the unit of comparison is one lesson of forty minutes for one pupil.

1. The average cost of *tuition* is 2.56 cents.
2. The average cost of *materials* is 49 cents.
3. The average total cost of both, 3.05 cents.
4. The average total cost of both met by *local* taxation is \$1.53.
5. The total annual average per capita cost found by multiplying the cost of one lesson by the total number of lessons, viz., is \$2.20.
6. The total annual average per capita cost met by *local* taxation is \$1.10.
7. Cooking, as shown by the table is the only form of Manual Training, whose cost whether for tuition or for materials is in excess of the average cost. The per capita expense of cookery is about  $2\frac{1}{4}$  times greater than that of the other subjects, as shown in the above table.

#### *Table II, Showing Relative Expensiveness.*

Per capita cost of tuition per lesson of 40 minutes—Cookery ranks first; sewing, second; drawing, third; wood-working, fourth; metal-working, fifth.

Per capita cost of materials per lesson of 40 minutes—Cookery ranks first; metal-working, second; drawing, third; wood-working, fourth; sewing, fifth.



Total per capita cost per lesson of 40 minutes—Cookery ranks first; sewing, second; drawing, third; metal-working fourth; wood-working, fifth.

Total per capita cost per lesson of 40 minutes defrayed by local taxation—Cookery ranks first; sewing, second; drawing, third; metal-working, fourth; wood-working, fifth.

Ratio of cost of tuition to cost of materials—Sewing ranks first; wood-working, second; drawing, third; cookery, fourth; metal-working, fifth.

Total annual per capita cost of two 40-minute lessons per week—Cookery ranks first; sewing, second; drawing, third; metal-working, fourth; wood-working, fifth.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation—Cookery ranks first; sewing, second; drawing, third; metal-working, fourth; wood-working, fifth.

From Table II above, derived from Table I, we observe the following facts:

8. That the cost of *tuition* is highest for Cookery and Sewing; lowest for Wood-working, and Metal-working in order named.
9. That cost of *material* is highest for Cookery and Metal-working; lowest for Wood-working and Sewing in order named.
10. That the *total per capita cost* is highest for Cookery and Sewing; lowest for Metal-working and Wood-working in order named.
11. That Drawing ranks third in expense from whatever standpoint considered.
12. The cost of *tuition* is *highest* for *cookery*, lowest for Metal-working.

The cost of *Materials* is highest for cookery, lowest for Sewing.

The cost per capita of both is highest for cookery, lowest for Wood-working.

It is easy both to mislead and to be misled by means of statistics. Their conclusions need careful interpretation, before being accepted without question as a guide to judgment.

Although the total per capita cost of Wood-working *appears* the *lowest* of the five forms of Manual Training enumerated, it does not follow it *is* the lowest, until we know what is included under the

term Wood-working, and in what grades it is taught. Under Wood-working, according to the directions of the State Superintendent, have been included the cost of all work done with cardboard, cord, rattan, raffia and the knife (whittling) as well as the "joinery" or bench work proper. The first five of these kinds of Manual Training are utilized in the first, second, third, fourth and sixth grades. With the exception of the sixth grade both boys and girls participate in the same work and are taught at the same time. In the primary grades are also found the larger numbers and the subjects are taught largely by the regular grade teachers.

It is plain, therefore, that the per capita cost per lesson of teaching these subjects in the first four grades must be relatively considerably less, than the per capita expense of joinery in the last three years of the Grammar School. For, only the boys of those grades, or less than half usually of those classes are taught joinery, or bench work. Yet this relatively smaller number consumes as much of the teacher's time as does twice, or more than twice the number in those grades where the other subjects are taught. Moreover, joinery or bench work must be taught by the *special* teacher.

Hence, the cost of *tuition* for these subjects must in reality be considerably higher than two cents per pupil for a lesson of forty minutes, as shown in above table. As a matter of fact the per capita cost of the tuition for Joinery is\* 4.37 cents per lesson of forty minutes. This is only three mills less than the cost of tuition for Cookery, which is 4.66 2-3, or 4.67 cents. If to the cost of tuition in Joinery, the per capita cost of *materials* per lesson were added, it would quite equal if not exceed in all probability the per capita cost per lesson in Cookery. *Therefore Joinery and Cookery are about equally expensive.* Unfortunately I have not at hand the data to give the cost of materials in Joinery alone, because, as above stated, the cost of cord, rattan, raffia, card-board and thin wood for whittling have been all charged to the one account of Wood-working.

\* Note:

Number of boys in Joinery class.....	61
Number of lessons given each boy.....	72
Number of lessons given on basis of one boy.....	4.392
Cost of tuition requiring 6-25 of special teacher's time, therefore	
6-25 of \$800 .....	\$192
Per capita cost of tuition per 40-minute lesson, $\$192 \div 4.392$ , or....	\$.0437
	Q. E. D.

The forms of manual training, other than joinery, should, therefore, be grouped together and accounted for under some other heading than that of *Wood-working*.

We have demonstrated, however, that *Wood-working* instead of being the least expensive as shown by above table, is one of the most if not the most expensive form of handwork practiced in our schools—and ranks in expensiveness almost equally with *Cookery*. Both are about 2 1-4 times as expensive as any of the other forms of hand work practiced.

While we are not of those who believe the value of any form of instruction in our schools is to be determined by its *money* cost, we would like to show the inconsistency of the snap judgment of those who decry the teaching of these practical subjects with the flippancy charge that they are “extravagant fads.”

We do not deny that the cost per lesson per pupil for materials used, and for tuition in Arithmetic is less than in the case of *Cookery*. Let us see, however, whether the cost of teaching any other subject not considered a fad is any more expensive. Consider the subject of Greek. It is not unfair to choose this High School subject for comparison, because the expense of teaching cookery to High School classes is not appreciably greater, than that of teaching Grammar School classes.

The beginning class in Greek in our High School last year numbered three, or one-fourth of one per cent. of the total High School enrollment. This, I take it, is about the average percentage of those taking Greek in our High Schools generally. This class of three consumed *one-fifth* of the time of the teacher of classical languages. The cost of tuition of the class was \$160.00. The number of recitations was one hundred, eighty of forty minutes each. Therefore  $\$160 \div 3 = .30$  is the cost per recitation for each pupil for *tuition alone*. This is 5 15-17, or practically six times as expensive per pupil taught as *Cookery* is. Yet public sentiment does not favor the elimination of Greek from the curriculum, nor call it an “extravagant fad.” Which in the Asbury Park schools at least is the more *extravagant*, Greek, or *Cookery*. If either is a fad, which is it? Which will bring the greater amount of happiness and healthful living into the homes of the community, the teaching of three boys and girls Greek, or the teaching of thirty-eight future wives (possibly), mothers and home-builders the art of *scientific, wholesome and economical Cookery*? If the teaching of Greek cost six times

at of Cookery, and the latter is studied by twelve and two-thirds  
 nes as many as the former, where is the consistency in thought-  
 sly calling the latter an extravagant fad? Public sentiment will  
 t err thus when it has become as intelligent upon the value of do-  
 estic science and art in our schools, as it is upon the value of  
 eek or other studies, whose presence in our curricula *custom*  
 nctions.

## FINANCIAL STATEMENT.

### Receipts.

Deficit from last year.....	255 05
Amount raised by Special Tax.....	1,250 00
Amount received from the State.....	1,250 00
	<hr/>
Total .....	\$2,244 95

### Disbursements.

Teachers' salaries .....	\$1,523 75
Plant .....	41 72
Material .....	313 32
Balance June 30th, 1902.....	366 16
	<hr/>
Total .....	\$2,244 95

## DRAWING.

Name of teacher—Eunice Drennan till December, 1901; Josephine  
 Mintz from latter part of December, 1901 to June 13, 1902.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 346; female, 361.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant,  
 3.03; material, \$157.90; salaries, \$723.75. Total, \$894.68.

Total amount expended to date—\$3,204.20.

Grade or grades in which subject is taught—All grades, Elementary  
 and High School; optional last three years of latter.

Remarks—Taught in High School, exclusively, by supervisor of  
 drawing; under her supervision, by grade teachers in Elementary school.

## MODELING.

Name of teacher—Grade teachers, supervised by teacher of drawing.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 132; female, 141.

Number of lessons per week given each class—One.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Material, \$11.50. Total, \$11.50.

Total amount expended to date—\$16.70.

Grade or grades in which subject is taught—Grades 1 to 3. inclusive—

### COOKING.

Name of teacher—Bessie L. Barris.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 38.

Number of lessons per week given each class—One.

Length of lesson—Two hours.

Amount expended for manual training during the year—Plant, \$3.00; material, \$49.12; salaries, \$192. Total, \$244.12.

Total amount expended to date—\$1,389.97.

Grade or grades in which subject is taught—Grades 8 and 9 in Grammar School.

### SEWING.

Name of teacher—Grade teachers supervised by Miss Barris.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 70.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant, \$4.50; material, \$5.10; salaries, \$32. Total, \$41.60.

Total amount expended to date—\$806.94.

Grade or grades in which subject is taught—Grades 6 and 7 in Grammar School.

### METAL-WORKING.

Name of teacher—Bessie L. Barris, assisted by grade teacher.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 29; female 24.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant, \$7.60; material, \$23.99; salaries, \$32. Total, \$63.59.

Total amount expended to date, \$227.96.

Grade or grades in which subject is taught.—Grade 5.

### WOOD-WORKING.

Name of teacher—Bessie L. Barris.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 234; female, 135.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant, 3.59; material, \$65.71; salaries, \$544.00. Total, \$623.30.

Total amount expended to date—\$2,988.07.

Grade or grades in which subject is taught—Grades 6 to 9, inclusive, Grammar School; grades 1 to 4, Primary. (Cardboard work, card work and basketry included here per instructions State Superintendent, November 8, 1900).

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## ATLANTIC CITY.

CHAS. B. BOYER, SUPERVISING PRINCIPAL.

*n. Charles J. Baxter, State Superintendent:*

Dear Sir—I herewith submit to you the annual report of our Manual Training Department for the school year ending June 30, 1902. Our work during the past year has been in accordance with the general scope and plan as submitted in my former reports.

The regular course begins in the fifth year and continues through the first two years in the High School. Courses in wood-working suitable for the Grammar grades and also for the High School are provided. In these courses the first aim is to relate the work intimately to the life and interest of the pupil. The model consists of simple, useful pieces that have a place in home life, or life or school life, and which presents an end and an aim which he recognizes as worthy of effort, and serves to arouse the healthy and spontaneous self-activity. Closely connected with all work in Manual Training is the production and use of working drawings. In the lower grades the making of a drawing generally precedes execution, and instruction in this subject is part of the course.

*Fifth Grade—Whittling—Boys.*—Time, one hour per week.

Whittling with a fixed-bladed knife in basswood 3-16 of an inch thickness. The following articles are made, viz.: Fishline reel,endar stand, match striker, pencil sharpener and picture frame. Working drawings are made and used by the pupils in executing models.

*Sixth Grade—Wood-working—Boys.* Time, one hour per week.

A fixed-bladed knife and also simple bench tools are used by the pupils. Different kinds of wood, such as basswood, pine, red cedar and poplar, are used, and such articles as plant-stick, tip-cat, bat, box, picture-frame, wind-mill and cat-boat are made. Some of the models are decorated with line-grooving or chip-carving and color, in co-operation with freehand drawing work.

*Seventh Grade—Wood Working—Boys.—*Time, one hour per week.

In this grade a higher degree of accuracy and nicety of finish is required. Pupils use a complete bench equipment involving sets of tools at each bench, and a number of general tools for class use. Each pupil is to make the following models, viz.: Plant-stick, tool-rack, coat-hanger, cross-stand and towel-rack.

Decorations, line-grooving and chip-carving.

*Eighth Grade—Wood Working—Boys.—*Time, one hour per week.

The equipment for this grade is similar to that of the seventh grade.

The following models are made, viz., knife-strop, sleeve-board, pen-try, salad spoon, stationery box and book-rack.

Decoration, line grooving and chip-carving.

*First and Second Year in the High School—Wood Carving—Boys.—*Time, forty minutes per week.

Wood carving in combination with simple cabinet work is introduced in these two grades. During the first year objects, such as book-racks, boxes and picture frames are carved with designs requiring simple modeling. In the second year more difficult objects are carved and put together. These objects consist of Tabourets, bookshelves, medicine closets and simple Dutch chairs. All objects are well finished and stained.

*Mechanical Drawing—First Year in High School—Boys.—*Time, forty minutes per week.

The first year's drawing consists of projections of solids, development of surfaces and geometrical forms.

*Architectural Drawing—Second Year in High School—Boys.—*Time, forty minutes per week.

During the second year's work, drawing of plans, elevations and

detailed drawings of simple frame dwelling houses are made. Frequent talks on historic style of Architecture are given.

*sewing—*

The course in sewing has been in charge of a special teacher, and the results obtained during the year have been very gratifying. Uniformity of work has been accomplished and a new impetus placed upon the course.

Sewing is taught in the fifth, sixth and seventh grades. Every girl of these grades is required to take the course. The lessons are given at the same time that the boys are in the manual training rooms. One hour per week is given to the work. The free hand drawing has been very satisfactory during the past year. This work is in charge of Miss Wilhelmine Ochs, Supervisor of Drawing. Miss Ochs has supervision of the drawing in primary and grammar grades; and teaches the classes of the first and the second years in the High School.

At the close of the school term an exhibition of work done by pupils of all grades, was given at the High School building. The exhibit was creditable in every detail and was carefully examined by a large number of our citizens as well as strangers. The manual training portion of the exhibit attracted a great deal of attention. All of the former opposition to Manual Training has been gradually displaced by a strong and vigorous sentiment in its favor. The people of our community are liberal in their financial support for the department of Manual Training.

The following is our financial statement:

### FINANCIAL STATEMENT.

#### Receipts.

Balance from last year.....	910 28
Amount raised by Special Tax.....	3,000 00
Amount received from the State.....	3,000 00
Total .....	<u>\$6,910 28</u>

#### Disbursements.

Teachers' salaries .....	\$2,425 00
Plant .....	3,500 00
Material .....	984 56



Balance June 30th, 1902.....	72
Total .....	<u>\$6,910 28</u>

## DRAWING (Mechanical).

Name of teacher—Helen D. Meeker.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 80.

Number of lessons per week given each class—One.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Salaries,  
\$1,000.00.

Grade or grades in which subject is taught—Grades 9 and 10.

## DESIGNING.

Name of teacher—Wilhelmine Ochs.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 116.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year.—\$900.00.

Grade or grades in which subject is taught—Grades 9 and 10.

## FREE HAND DRAWING.

Name of teacher—Wilhelmine Ochs.

Is teacher engaged exclusively in this work?—Supervision.

Number of pupils—Male, 2,439; female, 2,476.

Number of lessons per week given each class—Three.

Length of lesson—Thirty minutes.

Grade or grades in which subject is taught—Grades 1, 2, 3, 4, 5, 6, 7  
and 8.

## SEWING.

Name of teacher—Lucy A. Linvill.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 597.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended or manual training during the year—Salaries,  
\$525.00.

Grade or grades in which subject is taught—Grades 5, 6 and 7.

## SLOYD WORK.

Name of teacher—Helen D. Meeker.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 412.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grades 5 and 6.

#### WOOD-WORKING (Joinery).

Name of teacher—Helen D. Meeker.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 227.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grades 7 and 8.

#### WOOD-WORKING (Carving).

Name of teacher—Helen D. Meeker.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 80.

Number of lessons per week given each class—One.

Length of lesson—Forty minutes.

Grade or grades in which subject is taught—Grades 9 and 10.

Amount expended for manual training during the year—Plant, \$500.00; material, \$984.56; salaries, \$2,425.00. Total, \$6,909.56.

Total amount expended to date—\$35,998.98.

Remarks—Miss Welhelmine Ochs has charge or supervision of all drawing in the Primary and Grammar grades, and teaches the designing in grades 9 and 10.

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MANUAL TRAINING AND INDUSTRIAL SCHOOL,  
BORDENTOWN, N. J.

JAMES M. GREGORY, PRINCIPAL.

*Hon. Charles J. Baxter, State Superintendent of Public Instruction:*

DEAR SIR.—I have the honor to submit the following report of Manual Training and Industrial School for Colored Youth, located in Bordentown, N. J., for the school year ending June 6, 1902.

The general progress of the school during the past year has been wholly satisfactory.

The total number of students enrolled is 125 (male, 55; female, 70) classified as follows:

Graduating Class .....	4
Fourth Year Literary.....	0
Third Year Literary.....	2
Second Year Literary.....	3
First Year Literary and Normal.....	22
Third Year Normal.....	2
Second Year Normal.....	4
Third Year English.....	24
Second Year English.....	29
First Year English.....	35

The Faculty of the school included the following teachers:

James M. Gregory, A. M., principal and instructor in Latin, Civics, Psychology and Pedagogy.

Mrs. Fannie E. Gregory, matron and instructor in Physiology, Botany and Domestic Economy.

Miss Susie A. W. Payton, instructor in English Grammar, United States History, Drawing and Penmanship.

Mr. T. Edward Owens, B. A., instructor in Mathematics, Physics and Chemistry.

Miss Margaret B. Gregory, instructor in General History, Rhetoric, English Literature and Modern Languages.

Miss Sara L. Morgan, instructor in Geography, Composition, Bookkeeping and Typewriting.

Mrs. Jennie E. Johnson, Vocal and Instrumental Music.

Miss Lucy I. Manning, instructor in Plain Sewing and Cookery.

Mr. Walter Miller, instructor in Carpentry and Mechanical Drawing.

Lieutenant D. Miller Magee, instructor in Military Tactics.

Mr. James H. Kenny, in charge of Farm and Garden.

During the year special instruction in Elocution and Public Speaking was given by the Rev. James F. Gregory. From December 3, 1901, instruction once each week was given by Prof. Albert Winkler to sixteen male students who composed the school Military Band.

This year for the first time an attempt has been made to estab-

ecture course. These lectures have been so helpful that a  
lecture course will be a permanent feature of the school  
The following persons addressed the students:  
tober 15, Dr. H. J. Brown, Baltimore, Md., "Phrenology."  
uary 10, Hon. John P. Green, U. S. Postage Stamp Agent,  
gton, D. C., "The Higher and Industrial Methods of Educa-  
Related to Success."  
arch 12, Miss Lucy E. Moten, Principal Normal School, No.  
nington, D. C., "Some Thoughts on the Training of Girls."  
ril 17, W. H. Shipps, M. D., Bordentown, N. J., "The Care  
Sick."  
ril 25, Rev. I. W. Roundtree, A. M. E. Church, Trenton, N.  
e Sociological Side of the Negro Problem."  
y 1, Miss Berenice Paul, Buffalo, N. Y., "The Ethics of  
5."  
y 16, Miss Annie Reeve, Philadelphia, Pa., "A Practical Talk  
sing."  
y 22, Rev. Daniel Land, Camden, N. J., "Out of Darkness  
ght."  
oor Day was appropriately observed by the Baxter Bird Club,  
Interesting literary exercises on the life of Lincoln were  
fully conducted by the students, February 12. Suitable exer-  
the life of Washington were held by the students February

perintendent Charles J. Baxter made an official visit to the  
on Wednesday, May 21, and examined the various classes of  
itution. He was accompanied by Hon. J. Bingham Wood-  
member of the State Board of Education and Treasurer of the  
These official visits of the Superintendent give to the Fac-  
l Students clearer insight and an increased interest in the  
The Superintendent and Mr. Woodward in an original way  
ed to the classes in mathematics how the work in reaching  
n problems in many business transactions may be shortened.  
e most successful commencement in the history of the school  
l on the campus, June 6, 1902. The program was as follows:

.....Ironsides Band  
ion .....Rev. J. E. Rodgers  
.....By the School

"Ironsides—Its History and Mission".....	Eliza R. Tildon, Baltimore, Md.
"A Purpose in Life".....	Annie Bee, Staunton, Va.
"Obedience".....	M. Louisa Russell, Rochester, N. Y.
"The Beautiful".....	Fannie B. Sawyer, Birmingham, Ala.
Presentation of Diplomas and Certificates and Address to the Class....	
....Hon. Charles J. Baxter, State Superintendent of Public Instruction	
Music—"Ironsides Medley," dedicated to Ironsides Band by Professor	
Albert Winkler.....	Ironsides Band
Address by Hon. W. D. Forbes, Chairman Manual Training and Industrial School Committee.	
Award of Prizes.	
Music .....	Ironsides Band
Benediction.	

Supt. Baxter gave words of excellent advice to the graduates, and Chairman Forbes spoke of a brighter future for the school in view of the recent State appropriation for its benefit.

Hon. J. Bingham Woodward presented the following prizes:

The oratorical prize of \$10, offered by Hon. W. D. Forbes, of Hoboken, N. J., to the pupil of the graduating class attaining the highest excellence in the composition and delivery of an oration, was awarded to Fannie B. Sawyer, of Birmingham, Ala.

The Shipps scholarship prize, a silver medal, offered by Dr. William H. Shipps, of Bordentown, N. J., to the student attaining the highest standard in scholarship during the year, was awarded to Peter M. B. Milliard, of British Guiana. Honorable mention was given to Jamima Smith Henderson, of Poughkeepsie, N. Y.

The prize of a book entitled "Palgraves Golden Treasury," offered by Mr. T. E. Owens to the student attaining the highest standard in mathematics during the year was awarded to Peter M. B. Milliard.

The prize of a book entitled "Kenilworth," offered by Miss M. B. Gregory to the student attaining the highest average in general history, was awarded to Peter M. B. Milliard.

The prize of a Japanese pen tray offered by Miss S. A. W. Patton to the student attaining the highest excellence in penmanship was awarded to Anna E. Jones, of Woodstown, N. J.

The prize of a book entitled "Whittier's Poems," offered by Miss Sara L. Morgan to the student attaining the highest standard in language lessons was awarded to Gertrude Waters, of Philadelphia, Pa.

The prize of \$2 offered by the principal to the girl making the

greatest progress in plain sewing during the year, was awarded to Jamima Smith Henderson, of Poughkeepsie, N. Y.

The prize of a dressmaker's outfit offered by Mrs. J. Bingham Woodward for general excellence in dressmaking was awarded to Annie Bee, of Staunton, Va. M. Louisa Russell received honorable mention for having done good work in this course.

The prize of \$3 offered by Mr. Walter Miller to the young man most faithful to his work in carpentry during the year, was awarded to Richard A. Webb, of Yonkers, N. Y.

The prize of \$5 offered by Rev. Theobald A. Smythe, to the student attaining the highest standard in instrumental music, was awarded to Ida Cooper, of Birdsboro, Pa.

The prize of \$2.50 offered by Mrs. Jennie E. Johnson to the student making the greatest improvement in instrumental music, was awarded to Julia Holly, of Mt. Holly, N. J.

The prize of a book entitled "A Year's Cookery," offered to the student making the greatest improvement in cookery, was awarded to Fannie E. Haywood, of Philadelphia, Pa.

The graduates from the Literary Department were Annie Bee, of Staunton, Va., Mary Louisa Russell, of Rochester, N. Y., Fannie B. Sawyer, of Birmingham, Ala., and Eliza Rebecca Tildon, of Baltimore, Md.

Those students receiving certificates from the Industrial Department were Annie Bee, of Staunton, Va., Dressmaking; Alexzina E. Brown, of Montclair, N. J., Dressmaking; Lillian Holmes, of Hightstown, N. J., Cookery, and Richard Webb, of Yonkers, N. Y., Carpentry.

The industries have been successfully taught during the year as was shown by the acceptable exhibit on Commencement Day in Carpentry, dressmaking and cookery.

One of the main features of the school this year has been the Military Band composed of the boys of the school and instructed by Prof. Albert Winkler, leader of the Second Regiment Band of New Jersey.

The general health of the students has been remarkably good in view of the wide range of contagious diseases throughout this section of the country during the past winter. One girl, Katie Morris, had to be removed to her home where she died June 12, 1902. Her disease, consumption, commenced to undermine her constitution before she was admitted to the school, January 3, 1902.

With the recent appropriation by the State Legislature of \$35,000 for the permanent establishment and more adequate equipment of the school has come new inspiration to all interested in the welfare of Ironsides.

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## CAMDEN.

JAS. E. BRYAN, SUPERVISING PRINCIPAL.

*To Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR.—The manual training report of the schools of this city for the year ending June 30th last, is herewith submitted.

The plant described in my last report has not been essentially modified nor increased. All the lines of work there mentioned have been pursued during the last year.

The drawing of the elementary schools has received more attention than before. The Prang Course in Art Instruction has been followed in outline though not in detail. The director of drawing devotes his whole time to the supervision of the work. Much improvement has been made in the color work of the lower grades; in fact, decided improvement is evident in all the grades in all the phases of this work. The annual exhibit of the work of the department was more largely attended than ever before.

Sewing is required of all girls in all grades of the elementary schools except the lower primary. The work is done under the direction of the regular teachers.

The course of work in sewing has been entirely revised and more carefully graded.

We are looking forward to the extension of our work in manual-training in the elementary schools by the introduction of some of the newer lines of work, and hope to be able to make some report of progress made at the end of the current year. It is the intention to equip a room for manual-training in the new building which is planned to be built this year.

The work of the manual-training department of the High School has proceeded along the lines previously reported, the only modification being that a much greater variety of exercises has characterized the work.

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax.....	\$5,000 00
Amount received from State.....	5,000 00
<hr/>	
Total .....	\$10,000 00

Disbursements.

Teachers' salaries .....	\$2,600 00
Plant .....	902 99
Material .....	884 29
Incidentals—Engineer, Fireman, etc.....	2,927 25
Balance, June 30th, 1902.....	2,685 47
<hr/>	
Total .....	\$10,000 00

DRAWING.

Name of teacher—Myrtie E. Nye.  
Is teacher engaged exclusively in this work?—No (¾).  
Number of pupils—Male, 112; female 213.  
Number of lesson per week given each class—Two.  
Length of lesson—Forty-five minutes.  
Amount expended for manual training during the year—Plant, \$91.67; material, \$67.10; salaries, \$500.00. Total, \$658.77.  
Grade or grades in which subject is taught—High School, all grades, exclusive of freehand drawing.

Name of teacher—Regular teachers.  
Is teacher engaged exclusively in this work?—No.  
Number of pupils—Male, 2,346; female 2,420.  
Number of lesson per week given each class—Two.  
Length of lesson—Thirty-five minutes.  
Amount expended for manual training during the year—Plant, \$183.00; material, \$161.60. Total, \$344.60.  
Total amount expended to date—\$21,964.22.  
Grade or grades in which subject is taught—Grades 4 to 8.

MODELING.

Total amount expended to date—\$10,213.49.( From previous reports).

SEWING.

Name of teacher—Regular teachers.



Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 3,672.

Number of lessons per week given each class—One.

Length of lesson—Fifty minutes.

Amount expended for manual training during the year—Plant, \$42.32; material, \$119.08. Total, \$161.40.

Total amount expended to date—\$5,475.91.

Grade or grades in which subject is taught—Grades 3 to 8, inclusive.

### METAL-WORKING.

Name of teacher—John Brown.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 89.

Number of lessons per week given each class—One.

Length of lesson—First year, forty-five minutes; second and third years, ninety minutes.

Amount expended for manual training during the year—Plant, \$510.55; material, \$197.37; salaries, \$1,200.00. Total, \$1,907.92.

Total amount expended to date—\$31,488.42.

Grade or grades in which subject is taught—First, second and third years, High School.

### WOOD-WORKING (Carving).

Name of teacher—Walton Gerhard.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 91.

Number of lessons per week given each class—First year, two; second and third years, one.

Length of lesson—First year, forty-five minutes; second and third years, ninety minutes.

Amount expended for manual training during the year—Plant, \$64.30; material, \$328.48; salaries, \$900.00. Total, \$1,292.78.

Total amount expended to date—\$26,507.17.

### WEAVING, ETC.

Name of teacher—Walton Gerhard.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 23.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, \$11.15; material, \$10.66. Total, \$21.81.

Total amount expended to date, \$21.81.

Grade or grades in which subject is taught—Normal Training Class.

Total amount expended for manual training during the year—Plant, \$902.99; material, \$884.29; salaries, \$2,600.00. Total, \$4,387.28.

Total amount for manual training expended to date—\$95,671.02.

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## CAPE MAY.

### *Manual Training Report.*

F. H. HAIN, SUPERVISING PRINCIPAL.

*To Hon. Chas. J. Baxter, State Supt.:*

DEAR SIR.—The new building erected for manual training and high school purposes has been in use during the year. On account of the unfinished condition of the room, little work was done the first month. We have a well-lighted room with a floor space of 1,248 square feet, with bench accommodations for seventy pupils; with individual lockers for each pupil's work, and table accommodations for ten carvers; also, one combination saw and lathe.

The course of study in wood work covers seven years for boys and three years for girls. Each year some new work is incorporated into the course, and while we still hold to the joint system to a certain extent, more attention is paid to the production of articles of use for the home and school. The time devoted to lessons is one hour per week for each grade.

The first year or whittling course, fifth year grade, consists of articles made by the use of the knife and based on the sloyd system. Most articles require the use of the T square, rule and compasses. Some are of irregular shape, thus requiring the boy to judge by his eye as to the accuracy of his work. Boys of this grade manifest great interest in their work, and feel that they have accomplished something when the instructor gives his approval. The second year course (sixth grade) brings into use about eight of the most important tools used in carpentry. Articles based on the preceding year with more advanced work embodies the course for this grade. The third year course (seventh grade) brings into use a variety of tools, and work based on sloyd. The making of articles more difficult, but the outgrowth of the preceding grade, with additions of more advanced sloyd, constitutes the work of the fourth year (eighth

grade). The fifth year (ninth grade) is the first year in which the girls work in wood. They are given a knowledge of all tools, straight and angular sawing, boring, nailing and joinery. The girls take a particular fancy to the work, and often produce articles equal to those produced by the boys. They are always glad when their hour for the work arrives. The sixth year course gives the boys an opportunity to become familiar with the turning lathe. The girls get their first lesson in carving. The seventh year course is almost exclusively to carving. We had a few elegant productions during the year.

FINANCIAL STATEMENT.

Receipts.

Amount raised by Council appropriation.....	500 00
Amount received from the State.....	1,000 00
	<hr/>
	\$1,500 00
Deficit from last year.....	\$75 72
	<hr/>
total .....	\$1,424 28

Disbursements.

Teachers' salaries .....	\$715 00
Plant .....	145 00
Materials .....	119 17
Balance June 30th, 1902.....	445 11
	<hr/>
total .....	\$1,424 28

DRAWING.

Name of teacher—Edna M. Shaw.  
Is teacher engaged exclusively in this work?—No.  
Number of pupils—Male, 69; female, 95.  
Number of lessons per week given each class—One and two.  
Length of lesson—One-half hour.  
Amount expended for manual training during the year—Material, \$55.00; salaries, \$70.00. Total, \$125.00.  
Total amount expended to date—\$125.00.  
Grade or grades in which subject is taught—Grades 5, 6, 7, 8 and 9.

## SEWING.

Name of teacher—Mary Walter.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 61.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Material

~~\$1~~ 5.00; salaries, \$145.00. Total, \$160.00.

Grade or grades in which subject is taught—Grammar and super-

~~vi~~ ~~S~~ es work of primary grades.

Name of teacher—Courtland Vanaman.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 21; female, 19.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Material

~~\$4~~ - 50; salaries, \$50.00. Total, \$54.50.

Grade or grades in which subject is taught—Fourth.

Name of teacher—Mame J. Bohm.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 25; female, 18.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Material

~~\$4~~ - 50; salaries, \$50.00. Total, \$54.50.

Grade or grades in which subject is taught—Third.

Name of teacher—Gertrude Tolbert.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 18; female, 19.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Material

~~\$4~~ - 50; salaries, \$50.00. Total, \$54.50.

Grade or grades in which subject is taught—Second.

Name of teacher—Ella Wheaton.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 23; female, 29.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Material

~~\$4~~ - 50; salaries, \$50.00. Total, \$54.50.

Grade or grades in which subject is taught—First.

Name of teacher—A Maysi Borican.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 39; female, 21.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Material \$4.50; salaries, \$50.00. Total, \$54.50.

Total amount expended to date—\$432.50.

Grade or grades in which subject is taught—Primary and Grammar.

Remarks—The drawing in Primary grade is taught by the grade teacher.

### WOOD-WORKING (Joinery.)

Name of teacher—Stillwell Tonwsend.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 52; female, 31.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Plant, \$125.00; material, \$26.67; salaries, \$200.00. Total, \$351.67.

Grade or grades in which subject is taught—Grammar and High School grades

Name of teacher—W. O. Bundy.

Is teacher engaged exclusively in this work.—No.

Number of lessons per week given each class—One.

Length of lesson—One hour.

### WOOD-WORKING (Carving).

Name of Teacher—Stillwell Townsend.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 2; female, 2.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Name of teacher—W. O. Bundy.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 9.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Number of pupils—Male, 4.

Amount expended for manual training during the year—Plant, \$20.00; salaries, \$50.00. Total, \$70.00.

Total amount to date—\$421.67.

Grade or grades in which subject is taught—Grammar and High School grades.

## WOOD-WORKING (Sloyd.)

Name of Teacher—Stillwell Townsend.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 20.

Number of lessons per week given each class—One.

Length of lesson—One hour.

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CARLSTADT.

P. SHERIDAN, DISTRICT CLERK.

*To Hon. Charles J. Baxter, State Supt. Public Instruction:*

DEAR SIR.—I herewith submit to you the following report concerning the Manual Training Department in our public schools for the year 1901-1902:

A room in the basement is set apart for wood-work exclusively. It will accommodate twenty pupils and is well equipped with all the necessary tools for joinery. There is also on hand a limited number of tools for carving.

The modified course in wood-working as introduced at the beginning of the past school year, has proved to be very satisfactory. Pupils have pursued the work with a decidedly increased interest.

The boys of the fifth grade will receive instructions in whittling next year. A sufficient number of whittling trays have been purchased.

The girls from the third grade up, received instruction in sewing in their respective class-rooms. The coming year several grades will have practice in weaving on toy looms, which have been recently purchased.

The display of Manual Training Work at the close of the school, elicited much favorable comment from visitors. The parents displayed a noteworthy interest in the exhibit. It is safe to say that the citizens of this community bear a favorable attitude towards Manual Training as an important factor in education.

FINANCIAL STATEMENT.

Receipts.

Balance from last year. June 30th, 1901.....	\$18
Amount raised by Special Tax.....	600
Amount received from the State.....	600
<hr/>	
Total .....	\$1,218

Disbursements.

Teachers' salaries.....	\$1,102
Plant .....	17
Material .....	92
Balance June 30th, 1902.....	5
<hr/>	
Total .....	\$1,218

DRAWING.

Name of teacher—Class teachers.  
Is teacher engaged exclusively in this work?—No.  
Number of pupils—Male, 190; female 182.  
Number of lessons per week given each class—One.  
Length of lesson—Forty-five minutes.  
Amount expended for manual training during the year—Material \$22.77. Total, \$22.77.  
Grade or grades in which subject is taught—Grades 1 to 6.

Name of teacher—B. Riemer.  
Is teacher engaged exclusively in this work?—No.  
Number of pupils—Male, 64.  
Number of lessons per week given each class—One.  
Length of lesson—Forty-five minutes.  
Amount expended for manual training during the year—Salary \$230.00. Total, \$230.00.  
Grade or grades in which subject is taught—Grades 6, 7 and 8.

Names of teachers—Mary Atkins and Miss Newing.  
Is teacher engaged exclusively in this work?—No.  
Number of pupils—Male 22; female, 14.  
Number of lessons per week given each class.—Two.  
Length of lesson—Forty-five minutes.  
Amount expended for manual training during the year—Salary \$85.00. Total, \$85.00.  
Grade or grades in which subject is taught—Grades 7 and 8.  
Remarks—Miss Atkins left in February; Miss Newing then taught.

## MODELING.

Name of teacher—Lena Rathmann.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 29; female, 43.

Length of lesson—Thirty minutes.

Amount expended for manual training during the year—Material, \$53.00; salaries, \$95.00. Total, \$148.00.

Grade or grades in which subject is taught—Grade 1.

## SEWING.

Name of teacher—Miss L. Rathmann.

Is teacher engaged in this work exclusively?—No.

Number of pupils—Female, 52.

Number of lessons per week given each class—One.

Length of lesson—Ninety minutes.

Amount expended for manual training during the year—Material, \$21.33; salaries, \$45.00. Total, \$66.33.

Grade or grades in which subject is taught—Grades 3, 6, 7 and 8.

Remarks—Length of lesson in third and sixth grades, forty-five minutes.

Name of teacher—Miss C. Tackmann.

Is teacher engaged in this work exclusively?—No.

Number of pupils—Female, 20.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Salaries, \$65.00. Total, \$65.00.

Grade or grades in which subject is taught—Grade 5.

Name of teacher—Miss Eva Speer.

Is teacher engaged in this work exclusively?—No.

Number of pupils—Female, 48.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Salaries, \$47.50. Total, \$47.50.

Grade or grades in which subject is taught—Grade 4.

## WOOD-WORKING (Joinery).

Name of teacher—B. Riemer.

Is teacher engaged in this work exclusively?—No.

Number of pupils—Male, 64.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.



Amount expended for manual training during the year—Plan \$1.68; material, \$10.97; salaries, \$400.00. Total, \$412.65.

Grade or grades in which subject is taught—Grades 5, 6, 7 and 8.

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### EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

*Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR.—There have been few changes of importance in either the kind or quality of work done in our Manual Training departments. The interest continues to be great. The instructors are especially well equipped for their duties and have manifested a great deal of earnestness and enthusiasm, which have inspired the pupils to sustained and successful effort.

The following brief reports from the instructors give a good idea of what is being done.

Miss Josephine Mahon, instructor in Carving and Mechanical Drawing in the High School, says:

“The total number of students enrolled in the department during the year was 191, distributed as follows:

*Mechanical and Architectural Drawing—*

Boys—64; Girls—2.

*Carving, Iron Work, Modeling, etc.—*

Boys—49; Girls—76.

“The aim of the work of this department during the year was toward a general rather than a technical education, and to this end projects were presented to the students which tended to the development of ideas in the phases of art and industry which we have taught rather than to the acquisition of mechanical ability or to any reference to their special industrial uses. The hope has been that by presenting the subjects to the students in this manner, their interest in school work might become greater and their knowledge of pursuits broadened as to give them a larger number from which to make

final selection when the time comes for them to find their places in the social order.

"As the work of the various classes was largely individual, many of the exercises were of home conception and as such must have formed a bond of unity between the family and the school.

"The work in drawing was particularly gratifying in its variety and technique. Those of the students who were preparing for technical schools devoted their time to problems which would best prepare them for the institutions to which they were going. These problems included lettering, elementary machine sketching and drawing, projections, descriptive geometry and its applications. Others, interested in this kind of work for its own sake, drew more elaborate machine details, including the sectioning of valves, etc.

"In the architectural work many fully-sized details of portions of a suburban dwelling were drawn with water-color, rendering also scaled plans and elevations of various parts of the High School Building, floor plans of pupils' own houses, and quite a number of full or partially full sets of plans and elevations, with tracings and blue prints, of suburban dwellings from the pupils' own designs. The most interesting problems, however, were floor plans, traced and blue-printed, of a proposed brick extension, 78 feet by 103 feet, of the present High School Building; this extension to contain an auditorium, with a seating capacity of a thousand and a stage large enough to seat a hundred persons.

"The work in wood carving included a great many examples in high and low relief, from simple little boxes and book holders to elaborate enrichments on such pieces of furniture as chairs, tabourets, chests, etc. A large variety of styles was represented, and in many pieces pyrography was combined with the carving.

"The work in modeling could hardly be said to have passed the introductory stage. It is hoped, however, that during the present year the pupils may cast and tint their own models, and do some work in pottery as well.

"In bent iron some interesting projects were finished, the largest of which were lanterns and candelabra. Another year will probably see some work in copper and brass."

Miss Martha A. Hurlbut, Supervisor of Drawing in all schools and instructor in Drawing in the High School, says:

"In the four highest grammar grades working drawings are

made and from them objects in paper and card-board are constructed.

"In the fifth and sixth years designs for bent iron work are made for applying to work in the manual training department. Also, in some of these grades decorative designs are applied.

"The decorative designs for special purposes have been carried out more fully in the High School, and there they are of a more advanced and technical nature. The designs printed upon the covers of the Annual Report of the Board of Education and also the Course of Study were designed by the pupils. The art department published this year a calendar, which consisted of five separate sheets. Designs for head pieces for the local High School paper, *The News*, have been made. Many posters for various affairs connected with the school have been made for public places. Sofa pillows, book covers, folios, draperies, etc., have been designed and applied in this department.

"The work in the line of the applied arts and crafts is increasing and proving of much interest and benefit to the pupils.

"In the above lines of work about 1,150 pupils participate."

Miss Margaret B. Dilworth, who has charge of the wood working in all grammar schools, reports:

"Working in wood is introduced into our six grammar schools in the fifth year and continued throughout the eighth. The course of study aims to be of such a nature as will give to the pupil who enters the High School a fair degree of skill in handling fundamental tools, some knowledge of simple construction, familiarity with the more common woods, ability to interpret working drawings and as much independence of thought and action as can be consistently developed along with firm self-control.

"With one exception, our schools are equipped with rooms fitted for the work. We hope that we may soon have a work shop in every building, and so avoid the transfer of classes from one school to another, which occurs in one instance under the present conditions.

"Models are planned with a view to pupils' interests, suggestions of some value being frequently received from the pupils themselves. Originality in design is encouraged, the only proviso being that the work shall be as good as the pupil is capable of doing and the object worth while.

"Cheerful faces and a universal desire to 'stay longer.' speak

requently of the pleasure experienced by the young workers in this  
ie of activity.”

Mrs. A. R. Annat, instructor in Sewing says :

“The work was somewhat extended this past year. We have  
orked away from the model system into the making of articles that  
ll be of actual use to the child. After the principles underlying  
wing have been taught on small garments, and a course in patch-  
g and darning has been given, large garments are made, each girl  
rchasing her own material and cutting and making a garment for  
rself.

“Our four-years’ course of hand work in our grammar schools  
ves a most excellent foundation for our High School course,  
ere machine work is added.

“I find much independent home work is being done, most of  
ich is the outgrowth of our school training.

“The enthusiasm of the parents and the public in general at our  
ne exhibit gave evidence that the work is appreciated and satisfac-  
ry, and we felt requited for the effort of collecting and arranging  
e work for inspection.”

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax.....	\$3,000 00
Amount received from the State.....	3,000 00
<hr/>	
Total .....	\$6,000 00

Disbursements.

Teachers' Salaries .....	\$3,350 00
Plant .....	689 74
Material .....	554 19
Deficit from last year.....	1,025 44
Balance June 30th, 1902.....	380 63
<hr/>	
Total .....	\$6 000 00

DRAWING.

Name of teacher—Josephine Mahon.  
Is teacher engaged exclusively in this work?—In manual training.

Number of pupils—Male, 64; female, 2.

Number of lessons per week given each week.—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant \$350.00; material, \$23.19; salaries, \$400.00.

Grade or grades in which subject is taught—Grammar.

Name of teacher—Martha A. Hurlbut.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 529; female, 621.

Number of lessons per week given each week.—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Salaries \$600.00. Total for wood-working, \$1,373.19.

Grade or grades in which subject is taught—Grammar and High.

### SEWING.

Name of teacher—Ann R. Annat.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 562.

Number of lessons per week given each class.—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Material \$133.80; salaries, \$700.00. Total, \$833.80.

Total amount expended to date, \$4,632 91.

Grade or grades in which subject is taught—Grammar and High.

### WOOD-WORKING (Joinery.)

Name of teacher—Margaret B. Dilworth.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 534.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant \$339.74; materials, \$281.20; salaries, \$800.00.

Grade or grades in which subject is taught—Grammar and High.

### WOOD-WORKING (Carving).

Name of teacher—Josephine Mahon.

Number of pupils—Male, 49; female, 76.

Number of lessons per week given each class—Two.

Amount expended for manual training during the year—Material \$116.00; salaries, \$850.00. Total for wood-working, \$2,386.94.

Total amount expended to date—\$23,053 54.

## GLEN RIDGE.

WM. FORD UPSON, DISTRICT CLERK.

*m. C. J. Baxter, State Superintendent:*

DEAR SIR.—The classes in Manual Training are taught in the gymnasium, a large room in the basement of the school, very light and well ventilated. It is equipped with twelve benches of the best make, each furnished with a full set of good tools. There are convenient lockers, racks, etc., for unfinished work, and for wood and other supplies. The finished work so far as possible, is put upon the walls, each piece labeled with the maker's name. In this way there is a continual exhibition, giving a valuable opportunity to each pupil to compare his work constantly with that of others.

There have been three kinds of work in wood carried on this year, fret-sawing, whittling and bench work. The fourth grade, the youngest manual training class, has worked with the fret or scroll saw, learning also to use the brad-awl and hammer. With this simple equipment, the children have sawed out and nailed together many interesting toys and useful articles. The work has been marked out by means of patterns, very easy at first, but later involving problems in both construction and decoration.

In the fifth and sixth grades, the knife has been the only cutting tool used, but the trays which hold the equipment for these classes contain also the try-square, T square, triangles, compass and ruler. Many useful objects have been made,—a carefully graded series following the lines of the usual whittling course. The work has not been marked out by patterns, but each piece laid out from a working drawing, requiring accurate measurement. The pupils as they go from easy to more and more difficult construction, begin to realize the meaning of a good joint, and gradually acquire that careful way of working which will always be so valuable to them.

The seventh and eighth grades have learned to work with all tools, making what is usually called the Sloyd set of models, useful articles for the most part, bringing in systematically one after another, the marking gauge, saw, plane, chisels, etc.

There has been sufficient instruction in drawing in connection with the manual training to enable the children to read the working

drawings used in making the different models, and to make free hand working drawings for themselves.

The rest of the instruction in drawing and water-color has been largely in the line of nature work, to awaken an appreciation, first of the seasons, night and day, the sky under different conditions, the trees, fields and streams, and finally of the flowers and other small growing things.

The ability to create, to invent has been developed especially by the work in design, elementary in character, but laying a good foundation for further efforts next year.

This work is taught in the class rooms, with the exception of a small High School special class, which meets in the Art Room. On the walls of this room, which is used also as a social center by the older girls of the school, is a continual exhibition of the art work.

Throughout the year in both departments the children have worked with enthusiastic interest and always with the desire to do each thing well. Considering the fact that this is their first experience with this kind of work, the results have been remarkably good. But in addition to these visible results has been the growth in power,—power to think out practical methods of work, power to feel the beauty all about them, power to put these thoughts and feelings into permanent form.

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax.....	\$400 00
Amount received from the State.....	400 00
Amount received from other sources.....	16 50
Total .....	\$816 50

Disbursements.

Teachers' salaries .....	\$500 00
Plant .....	216 00
Material .....	100 00
Total .....	\$816 00

DRAWING.

Name of teacher—Alice R. Smith.

Is teacher engaged exclusively in this work?—Yes, in this and wood-working, etc., as below.

Number of pupils—Male, 125; female, 142.

Number of lessons per week given each class—Two.

Length of lesson—Thirty minutes and forty-five minutes.

Grade or grades in which subject is taught—All grades above Kindergarten, and in High School.

Remarks—Free hand drawing and water color work.

### MODELING.

Name of teachers—Florence E. Coyte and Frances A. Landon under supervision of Alice R. Smith.

Is teacher engaged exclusively in this work.—No.

Number of pupils—Male, 29; female 30.

Number of lessons per week given each class—One.

Length of lesson—Thirty minutes.

Grade or grades in which subject is taught—Grade 2.

### WOOD-WORKING (Joinery).

Name of teacher—Alice R. Smith.

Is teacher exclusively engaged in this work?—Yes, and as above.

Number of pupils—Male, 21; female, 12.

Number of lessons per week given each class—Two.

Length of lesson—Fifty minutes.

Grade or grades in which subject is taught—Grades 7 and 8.

### WOOD-WORKING (Whittling).

Name of teacher—Alice R. Smith.

Is teacher exclusively engaged in this work?—Yes, and as above.

Number of pupils—Male, 17; female, 22.

Number of lessons per week given each class—Two.

Length of lesson—Sixty minutes.

Grade or grades in which subject is taught—Grades 5 and 6.

### WOOD-WORKING (Font-Carving).

Name of teacher—Alice R. Smith.

Is teacher exclusively engaged in this work?—Yes, and as above.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, \$216.38; material, \$100.13; salaries, \$500.00. Total, \$816.51.

Total amount expended to date—\$2,129.27.

Grade or grades in which subject is taught—Grade 4.

Remarks—About seven-thirteenths of Miss Smith's time in school hours was spent in this wood-working.



## HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT..

*To the Hon. C. J. Baxter, State Superintendent:*

DEAR SIR.—The Manual Training School continues to deserve its high standing in the esteem of the Board and the public

The work in manual training has been along the same general lines as has been followed in previous years except that it has been the aim of the Board of Trustees to strengthen and improve not only the curriculum but the character of the instruction.

It is gratifying to know that each year the work becomes more popular with pupils, teachers and parents. There was a time when this work was looked upon as fanciful and ornamental, and was characterized as another "fad" saddled upon the public schools. After a trial of many years it has been clearly demonstrated that this "hand and mind" training has greatly benefitted the pupils not only along industrial lines but its wholesome effects have been seen in a general improvement in all phases of school work. There is a growing demand for practical education and it is the duty of those in authority to meet the demands of the patrons of our schools.

The course of study includes a thorough training in sewing, cooking, wood carving, modeling and joinery.

Sewing is taught in the regular class room. The sewing teachers go from school to school. While the girls are being taught sewing the boys are at work in the Industrial Shop. The course of study in sewing is of a very practical character and includes all kinds of stitches, gussets, flies, gatherings, strokings, tuckings, buttonholes, applied stitches, patching on cotton, darning on stockings and cashmere, whipped hems, slip stitching, herringbone stitches, feather-stitching, drawn work, embroidery on linen and flannel and applied work, such as the making of aprons, handkerchiefs, skirts, etc.

Sewing is taught more systematically at school than it could be with incidental instruction at home. Many of the girls who attended the evening classes, did not know how to thread a needle. All of them were anxious to learn and were very attentive throughout the session and became very proficient with the needle.

Material for sewing was provided free to all, and out of it were

e dresses, sacks, skirts, aprons, petticoats, etc. Some of the more nced pupils were taught cutting and a large number of them ied to make skirts and waists for themselves. There are four iers employed in this department; three for the day classes and for the evening school.

While the pupils are individually trained in the art of hygienic ing and of cleanly housekeeping, they are also instructed in the entary facts of chemistry of common foods, household economy, room diet and of the selecting and purchasing of foodstuffs.

The great educational value of this training appeals to the ical side as well as the mental. It calls forth and develops those lties of the mind which are often neglected in the stereotype c of the class-room. The work is intended for pupils of the th and ninth years in school. There is one teacher employed in department of domestic science.

In the evening class, many of the girls had received no home ing in cooking. This is due to the fact that many of them had ome opportunities whatever, and moreover the great majority em were obliged to leave school at an early age in order to earn elihood. These girls came from the shops, the stores and the ories. So great was their desire to learn that many of them came t from their place of work to the school each night at the sacri- of their health and comfort.

Modeling in clay is continued through the sixth year. The work onfined to the study and modeling of type-forms. Every pupil is uraged to do original work. Modeling in clay is the foundation l industrial work. Through this training the pupils get definite eptions of form through the eye and the hand. This form- ing is indispensable to success in the industrial pursuits. One ner is regularly employed in this department.

The course in the work shop includes carving, joinery, turning, elementary cabinet making.

The work in modeling is supplemented in the seventh year by a se in wood carving. The exercises afford abundant practice in use of the principal wood-working hand tools.

The wood carving room is equipped with 24 benches. The ery room is equipped with 20 single wood-worker's benches, four es and one grindstone. Necessary hand tools are provided for upils. Power for the lathes is furnished by an electric motor.

The evening school was held as usual for five months with an

increased attendance. The work in the evening school was confined to two classes in mechanical drawing, one in sewing and one in cooking. The Board of Trustees look upon the evening school as the most important part of the work. The pupils of this school are drawn almost exclusively from the shops and factories. The results are most gratifying and more than compensate the small cost as the instruction is of such a practical nature as to make the students, particularly the young men, more competent and skillful in their work and more valuable to their employers. At the close of the evening school, prizes which were donated by members of the Board, were awarded to the students who had made the most progress in the various departments.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$2,607 14
Amount raised by Special Tax.....	5,000 00
Amount received from the State.....	5,000 00
Amount received from other sources.....	479 70
Total .....	\$13,086 84

Disbursements.

Teachers' salaries .....	\$6,010 87
Plant .....	1,938 65
Material, .....	1,072 60
Incidentals .....	703 62
Balance June 30, 1902.....	3,361 10
Total .....	\$13,086 84

DRAWING.

Name of teacher (evening)—A. H. Rockwood.  
Is teacher engaged exclusively in this work?—No.  
Number of lessons per week given each class—Three.  
Length of lesson—One and one-half hours.  
Amount expended for Manual Training during the year—Salaries, \$120.00.

Name of teacher (evening)—Robert E. Burke.  
Is teacher engaged exclusively in this work?—Yes.

Number of lessons per week given each class—Three.

Length of lesson—One and one-half hours.

Amount expended for Manual Training during the year—Salaries, \$145.00.

Name of teacher (evening)—Howell Topping.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils (average)—Male, 51.

Number of lessons per week given each class—Three.

Length of lesson—One and one-half hours.

Amount expended for Manual Training during the year—Plant: Heat and janitor services and water, \$975.12; repairs to building and cleaning building, \$662.12; light and power, \$301.40. Material, \$251.00. Salary of Mr. Topping, \$147.50.

Total amount expended to date—\$663.50.

## MODELING.

Name of teacher—E. E. Haddenhorst.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 262.

Number of lessons per week given each class—Five.

Amount expended for manual training during the year—Material, 58.75; salaries, \$804.31.

Total amount expended to date—\$863.06.

Grade or grades in which subject is taught—Grade 6.

## SEWING.

Name of teacher—P. G. Fleming.

Is teacher engaged exclusively in this work?—Yes.

Length of lesson—One hour.

Amount expended for Manual Training during the year—Salaries, 94.31.

Name of teacher—E. B. Allen.

Is teacher engaged exclusively in this work?—Yes.

Length of lesson—One hour.

Amount expended for Manual Training during the year—Salaries, 70.00.

Name of teacher (day and evening)—M. Meharg.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils (average)—Female, 692 (day); 40 (evening).

Length of lesson—One and one-half hours.

Amount expended for manual training during the year—Material, 1.54; M. Meharg's salary, \$212.50.

Total amount expended to date—\$1,588.35.

Grade or grades in which subject is taught—Grades 6, 7 and 8.

## MATHEMATICS.

Name of teacher—Wm. H. Rogers.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 23.

Number of lessons per week given each class—Two.

Length of lesson—One and one-half hours.

Amount expended for manual training during the year—Salaries ~~————~~, \$92.50.

Total amount expended to date—\$92.50.

## COOKING.

Name of teacher—E. Huger.

Number of pupils—Female, 117.

Number of lessons per week given each class—Five.

Length of lesson—One and one-half hours.

Amount expended for manual training during the year—Material ~~————~~, \$185.95; salaries, \$962.75.

Total amount expended to date—\$1,148.70.

Grade or grades in which subject is taught—Grades 8 and 9.

## WOOD-WORKING.

Name of teacher—James Bloomer.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 214.

Number of lessons per week given each class—Five.

Length of lesson—One and one-half hours.

Amount expended for manual training during the year—Material ~~————~~, \$214.37; salaries, \$1,287.00.

Total amount expended to date—\$1,501.37.

Grade or grades in which subject is taught—Grades 8 and 9.

## WOOD-WORKING (Carving).

Name of teacher—A. H. Rockwood.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 252.

Number of lessons per week given each class—Five.

Length of lesson—One and one-half hours.

Amount expended for manual training during the year.—Material ~~————~~, \$260.99; salaries, \$975.00.

Total amount expended to date—\$1,235.99.

Grade or grades in which subject is taught—Grades 7 and 8.

## LAKEWOOD.

JESSE JOHNSON, DISTRICT CLERK.

*the Hon. Charles J. Baxter, State Superintendent:*

DEAR SIR.—The Manual Training at Lakewood is of that variety known as Sloyd. That is, the progressive series of exercises consist of the making of useful articles, involving the use of more tools, the farther one progresses in the series.

The department is equipped with 20 Sloyd benches, each having outfit of planes, saws, chisels, spoke shaves, try squares, rule, gauge, Sloyd knife, screw driver and bench hook, while other tools as frequently used are left in holders about the room.

The classes have been taken from 4th, 5th, 6th, 7th and 8th grades; all above 4th sending girls as well as boys for the shop work.

About one thousand five hundred models were completed during the year, many pupils finishing nine and ten apiece. The interest of the pupils increased as the work became more complete, and a high degree of excellence in workmanship was attained. The models were worked out from blue print drawings furnished to the pupils, as the single two hour period a week did not permit of the pupils making their own working drawings for each model. Many pupils executed models of their own designs, however, to fill certain needs at home, a glass cutting board, stocking stretchers, meat boards, brackets,

The Sixth Grade also made milk stools, wands and gun models certain drills planned by the grade teachers in entertainment work.

White pine, white wood, bass, sweet gum, cherry, maple and ash were the woods used, the soft woods serving for first exercises and young classes, progress being toward use of harder wood as skill in manipulation of tools increased. The Sloyd classes were popular among the pupils and attendance regular. The department in good running order.

## SCHOOL REPORT.

## FINANCIAL STATEMENT.

## Receipts.

Balance from last year.....	\$819	12
Amount raised from Special Tax.....	500	00
Amount received from the State.....	500	00
Total .....	\$1,819	12

## Disbursements.

Teachers' salaries .....	\$700	00
Material .....	197	78
Balance June 30, 1902.....	921	34
Total .....	\$1,819	12

## WOOD-WORKING (Joinery).

Name of teacher—Mary B. Loos.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 136; female, 114.

Number of lessons per week given each class—One.

Length of lesson—Two hours.

Amount expended for manual training during the year—Material, \$197.78; salaries, \$700.00.

Total amount expended to date—\$897.78.

Grade or grades in which subject is taught—Grades 4, 5, 6, 7 and 8

## LONG BRANCH.

C. GREGORY, SUPERINTENDENT.

*Hon. J. C. Baxter, State Superintendent:*

DEAR SIR:—I herewith present the first annual report of the Department of Manual Training in the public schools of Long Branch.

Manual Training was made part of the course of study September, 1901, in accordance with the action of the Board of Education, taken in the previous spring. Work was begun in all branches excepting bench work, in beginning which there was a delay, as

iches which had been promised in August did not come until ber. The course pursued was the one presented to the State of Education and approved by them, excepting that sewing ne by the girls of the seventh and eighth years. This was a ary arrangement, as we expected to replace the sewing in ears by domestic science, as noted hereafter. All the depart- of the course, excepting the drawing, were under one teacher, s was a disadvantage, giving her too much to do. Still, she enthusiastic, and the interest was kept at fever heat throughout r. The results were very satisfactory, though, as all were ers, the work was necessarily of an elementary character. The work comprised not only construction by models, but decora- design in knife carving. These designs were sometimes by the use of water colors for tinting. An exhibition was June, of the work done in the Manual Training Department, s the subject of much favorable public and private comment. ie sewing was done in the sewing room under the direction of ecial teacher; the Venetian iron work in the class rooms direction of the special teacher aided by the class teachers; the work was carried on in the shop; the drawing lessons below enth year were given in the class room, while above the sixth ey were given in the drawing rooms.

ere is no doubt that the Manual Training Department is on basis, and is of great interest to the community. It is the on of the Board of Education to extend it into the Primary ment and to develop it in the High School. An appropriation n made to cover the expense of fitting up a domestic science he coming year, and a teacher has been appointed to take of the department of domestic art and science. This will the present teachers and allow more time for the primary

## PLANT.

### BENCH WORK.

op 25x30 feet.

venty-four Manual Training Benches with end and side screw l racks.

oreroom and lockers for keeping material and unfinished



*Individual Tools for Each Bench—*

- 1 back-saw, 10 inches.
- 1 Stanley smoothing plane.
- 1 claw-hammer.
- 4 Firmer chisels, 1 inch,  $\frac{1}{2}$  inch,  $\frac{1}{4}$  inch,  $\frac{1}{8}$  inch.
- 1 try square, 6 inches.
- 1 marking gauge.
- 1 screw driver, 4 inches.
- 1 nail set.
- 1 round mallet.
- 1 rule, 2 feet.
- 1 Sloyd knife.
- 1 pencil.
- 1 bench duster.
- 1 bench hook.
- 1 wood carving knife.

## GENERAL TOOLS.

- 2 braces, 6-inch sweep.
- 2 dowel bits of each of the following sizes—3-8-inch, 3-16-inch, 5-32-inch.
- 3 sliding T bevels, 9 inches.
- 1 rip saw, 22 inches.
- 1 cross-cut saw, 22 inches.
- 1 oil-stone, slip and oil can.
- 12 hand screws, 12 inches.
- 12 hand screws, 6 inches.

## WHITTLING.

*Individual Tools—*

Tray containing 2 triangles, T square, try square, compass, rule, pencil, pad and Sloyd knife.

## VENETIAN IRON.

*Individual Tools—*

- 1 round nose plyer.
- 1 flat nose plyer.

1 rule, 1 foot.

*eral Tools—*

- 1 roller cutter.
- 4 pairs nippers.
- 1 roller for straightening iron.

DRAWING.

*h School—*

- Room 28 feet 6 inches x 23 feet 6 inches.
- 15 adjustable drawing tables.
- 10 drawing boards.
- 10 T squares.
- 10 triangles.
- 6 rulers.
- 5 geometric solids.
- 5 casts.
- 6 scissors.
- 8 brushes.

*nmar School—(Used also as Sewing Room).*

- Room 31 feet x 27 feet.
- 6 tables, 3 feet 6 inches x 8 feet.
- 6 scissors.
- 8 brushes.

FINANCIAL STATEMENT.

Receipts.

ount raised by Special Tax.....	\$1 225 00
ount received from the State.....	1,225 00
Total .....	<u>\$2,450 00</u>

Disbursements.

chers' salaries .....	\$1,650 00
nt .....	463 01
erial .....	272 42
ince June 30, 1902.....	64 57
Total .....	<u>\$2,450 00</u>

\* Received in July, 1902; applied for in April.

## SCHOOL REPORT.

## DRAWING.

Name of teacher—Mary Woods.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 1,359; female, 1,289.

Number of lessons per week given each class—Two.

Length of lesson—Thirty minutes in primary; forty minutes in grammar and high school.

Amount expended for manual training during the year—Material, \$129.04; salaries, \$800.00. Total, \$929.04.

Total amount expended to date, \$929.04.

Grade or grades in which subject is taught—All grades through tenth year.

Remarks—Miss Woods supervises work below seventh year.

## MODELING.

Only in connection with drawing.

## SEWING.

Name of teacher—Mary S. Halladay.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 216.

Number of lessons per week given each class.—One.

Length of lesson—Sixty minutes.

Amount expended for Manual Training during the year—Plant, \$42.00; material, \$25.33; salaries, \$312. Total, \$379.33.

Total amount expended to date—\$379.33.

Grade or grades in which subject is taught—Sixth, seventh and eighth years.

## METAL-WORKING.

Name of teacher—Mary S. Halladay.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 111; female, 98.

Number of lessons per week given each class.—One.

Length of lesson—Sixty minutes.

Amount expended for Manual Training during the year—Plant, \$26.53; material, \$30.36; salaries, \$226.00. Total, \$282.89.

Total amount expended to date—\$282.89.

Grade or grades in which subject is taught—Fifth year.

## WOOD-WORKING (Joinery).

Name of teacher—Mary S. Halladay.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 271.

Number of lessons per week given each class.—One.

Length of lesson—Sixty minutes.

Amount expended for Manual Training during the year—Plant, \$4.48; materials, \$87.69; salaries, \$312.00. Total, \$794.17.

Total amount expended to date—\$794.17.

Grade or grades in which subject is taught—Sixth, seventh and eighth years.

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## MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

*C. J. Baxter, State Superintendent:*

DEAR SIR.—During the twenty years since its inception this work has grown to important proportions. It has moreover grown rapidly in public appreciation in Montclair as well as throughout the country. Our plan of work has been somewhat modified recently by extending the time given to joinery in the higher grammar grades. The most marked advance, however, has been made in the plastic art of modeling. Much enthusiasm has been awakened in this subject. The instructor has aimed to cultivate the imagination and power of artistic expression as well as of accurate observation. To accomplish this he has correlated his work with literature,—subjects for modeling being suggested by such favorite stories as: "The Lazy Duckling," "Robinson Crusoe," "The Tortoise and Hare," "Little Red Riding Hood," etc. Many studies in animals have been executed,—a visit to the circus resulted in many excellent productions of the camel. Much work was done in line with nature study in the reproduction of strongly characteristic flowers and leaf forms. In relation to the work in geography and history there were produced dwellings of the Esquimaux and Indians, log cabins of the Western pioneers, huts of sticks and mud; wooden shoes of the Dutch and Chinese sandals; the poses of different occupations have been represented, including costumes and features; the occupation especially of pottery has been very fully studied in vase and other forms; an effort has been made not only to teach the children to

make and decorate models, but also how clay as an artistic material enters into the life of peoples. An effort is made to cultivate an appreciation of form.

A most interesting experiment in this line of work is that of the distinguished artist, George Frederick Watts, who several years ago established at Limnerslease art pottery works as a sort of recreation school for the children of his neighborhood. The experiment has won great success. Mr. Watts is a great believer in the latent artistic capacity of the English child. "Train him early, let him taste the joy of creative work, and you can achieve much greater things with him than we have yet ventured to hope." The American child has undoubtedly as fine a capacity as any other.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$40 65
Amount raised by Special Tax.....	4,000 00
Amount received from the State.....	4,000 00
Amount received from other sources.....	19 34
Total .....	\$8,059 99

Disbursements.

Teachers' salaries .....	\$5,640 00
Plant .....	492 84
Material .....	610 51
Incidentals .....	817 11
Balance June 30, 1902.....	499 -
Total .....	\$8,059

DRAWING.

Name of teacher—Mary J. Goffe.  
Is teacher engaged exclusively in this work?—Yes.  
Number of pupils—Male, 450; female, 480.  
Number of lessons per week given each class—Two.  
Length of lessons—Varies.  
Amount expended for manual training during the year—Material \$17.45; salaries, \$680.00. Total, \$697.45.  
Grade or grades in which subject is taught—Grades 4 to 7.

## MODELING.

Name of teacher—Cheshire L. Boone.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 105; female, 110.

Number of lessons per week given each class—Two.

Length of lesson—Two periods.

Amount expended for Manual Training during the year—Plant, 132.00; material, \$120.75; salaries, \$1,250.00. Total, \$1,502.75.

Grade or grades in which subject is taught—Grade 5.

## SEWING.

Name of teacher—Melita N. Heward.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 115.

Number of lessons per week given each class—Two.

Length of lesson—Two periods.

Amount expended for Manual Training during the year—Material, 4.81.

Grade or grades in which subject is taught—Grade 7.

## DOMESTIC SCIENCE.

Name of teacher—Melita N. Heward.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 175.

Number of lessons per week given each class—Two.

Length of lesson—Two periods.

Amount expended for Manual Training during the year—Material, 32.93; salaries, \$650. Total, \$787.74.

Grade or grades in which subject is taught.—Grade 8 and High School.

## METAL-WORKING.

Name of teacher—S. H. Lott.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 75.

Number of lessons per week given each class—Two.

Length of lesson—Two periods.

Amount expended for Manual Training during the year—Plant, 38.77; material, \$66.07; salaries, \$720. Total, \$924.84.

Grade or grades in which subject is taught—Grade 9.

## SLOYD, ETC.

Name of teacher—Mary L. Allis.

## SCHOOL REPORT.

Is teacher engaged exclusively in this work?—Yes.  
 Number of pupils—Male, 100; female, 110.  
 Number of lessons per week given each class—Two.  
 Length of lesson—Two periods.  
 Grade or grade in which subject is taught—Grade 6.

## WOOD-WORKING.

Name of teacher—Mary L. Allis.  
 Is teacher engaged exclusively in this work?—Yes.  
 Number of pupils—Male, 215.  
 Number of lessons per week given each class—Two.  
 Length of lesson—Two periods.  
 Grade or grades in which subject is taught—Grades 7 and 8.

Name of teacher—Olaf Sangstad.  
 Is teacher engaged exclusively in this work?—Yes.  
 Number of pupils—Male, 115; female, 80.  
 Number of lessons per week given each class—Two.  
 Length of lesson—Two periods.  
 Amount expended for manual training during the year—Plant, \$222.03; material, \$268.55; salaries, \$2,340.00. Total, \$2,830.58.  
 Grade or grades in which subject is taught—Grades 8 and 9.  
 Fuel, \$247.84; repairs to all buildings, \$435.84; furniture, etc., \$133.66.  
 Total amount expended to date—\$7,560.51.

## NEWARK TECHNICAL SCHOOL.

CHARLES A. COLTON, DIRECTOR.

*Hon. Charles J. Baxter, State Superintendent of Public Instruction:*

DEAR SIR.—At the opening of the year 1901-1902, a course of study in Electric Wiring was organized to give instruction in theoretical and practical work. An old dwelling house on the school property provided an excellent place for practical illustrations of the course, and the students' work is well shown by the many lines of wire which they have put up in that building. The course was intended to be but one year in length. It was found that so much remained that the students had not touched upon, that the members of the class asked to have the course extended.

The Trustees have granted this request and beginning with October 1902, the course in Electric Wiring will be two years.

The interest in the other departments of the school is main-

ined, and the increase in membership over the previous year was out ten per cent.

Owing to the grading and paving of a street contiguous to the hool property, the expense account was considerably increased the st year.

We have been able to reduce our mortgage by a large payment, will be seen by the financial statement appended, and hope before any years to have this debt completely liquidated.

FINANCIAL STATEMENT FOR THE YEAR ENDING  
APRIL 30TH, 1902.

Receipts.

alance on hand May 1st, 1901.....	\$15,344 79
ty appropriation .....	10,000 00
ate appropriation .....	5,000 00
uition fees .....	1,325 85
erchandise sold .....	662 25
interest on deposits.....	322 40
eceived from students for chemical apparatus.....	34 70
eceived from students for lockers.....	13 50
ebate on gas bill.....	5 00
old Electrical Laboratory tools.....	1 15
old electrical wiring tools.....	92
eceived for electroplating.....	1 00
Total .....	\$32,711 56

Payments.

laries .....	\$8,485 25
aid on mortgage.....	6,000 00
xpense account .....	1,926 86
erchandise purchased .....	643 07
ghting .....	445 21
urniture and fixtures.....	258 25
pairs and alterations.....	460 04



Electrical instruments .....	186	16	
Library .....	110	85	
Electric Wiring—tools and supplies.....	156	91	
Electroplating department .....	57	99	
Chemical laboratory .....	55	31	
Paid models for services.....	44	70	
Department of Drawing and Art.....	21	12	
Department of Chemistry and Physics.....	7	98	
Plumbing laboratory .....	5	24	
<hr/>			
Total .....	\$18,864	94	
Balance on hand May 1, 1902.....	*13,846	62	
<hr/>			
	\$32,711	56	\$32,711 56

\* Mortgage debt, \$9,000.

NEWARK.

A. B. POLAND, SUPERINTENDENT.

*To C J. Baxter, State Superintendent:*

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax.....	\$5,000	00
Amount received from the State.....	5,000	00
Amount received from other sources.....	2,839	71
<hr/>		
Total .....	\$12,839	71

Disbursements.

Teachers' salaries .....	\$10,362	70
Material .....	2,477	01
<hr/>		
Total .....	\$12,839	71

DRAWING, KNIFE-WORK AND MODELING.

Name of teacher—Pamela Howell.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 63; female, 37.

Number of lessons per week given each class—Two or four.

Length of lesson—Forty minutes.

Grade or grades in which subject is taught—High School.

Remarks—One-half time drawing; one-half time carving.

Name of teacher—Elizabeth E. Garrabrant.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 205; female, 113.

Number of lessons per week given each class—Two or four.

Length of lesson—Forty minutes.

Grade or grades in which subject is taught—High School.

Remarks—One-half time drawing; one-half time Primary M. 3.

Name of teacher—Anna W. Kinney.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 642; female, 396.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grades 5 and 6.

Remarks—One-half time drawing; one-half time knife-work.

Name of teacher—Emma Blaeser.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 601; female, 375.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grades 5 and 6.

Remarks—One-half time drawing; one-half time knife work.

Name of teacher—Mary Geraghty.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 620; female, 401.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grades 5 and 6.

Remarks—One-half time drawing; one-half time knife work.

Name of teacher—Alice B. Perry.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 661; female, 441.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grades 5 and 6.

Remarks—One-half time drawing; one-half time knife work.

## SEWING.

Name of teacher—Carrie V. Stephens, Supervisor.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 2,300.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grades 6, 7 and 8.

Remarks—Taught by the class teacher. Sewing expenditures are paid out of the general fund.

## METAL-WORKING AND WOOD-WORKING.

Name of teacher—Chas. H. Cook.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 408.

Number of lessons per week given each class—One.

Length of lesson—One and one-half hours.

Grade or grades in which subject is taught—Grades 7 and 8.

Remarks—One-half time drawing; one-half time wood-work.

Name of teacher—J. F. Hill.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 375.

Number of lessons per week given each class—One.

Length of lesson—One and one-half hours.

Grade or grades in which subject is taught—Grades 7 and 8.

Remarks—One-half time drawing; one-half time wood-work.

Name of teacher—Henry F. Pease.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 403.

Number of lessons per week given each class—One.

Length of lesson—One and one-half hours.

Grade or grades in which subject is taught—Grades 7 and 8.

Remarks—One-half time drawing; one-half time wood-work.

Name of teacher—Carl F. Langlas.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 97; female, 25.

Number of lessons per week given each class—Two or four.

Length of lesson—Forty minutes.

Grade or grades in which subject is taught—High School.

Remarks—One-half time drawing; one-half time carving.

Name of teacher—Pamela Howell.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—See above.

Number of lessons per week given each class—Two or four.  
Length of lesson—Forty minutes.  
Grade or grades in which subject is taught—High School.  
Remarks—One-half time drawing; one-half time carving.  
Amount expended for manual training during the year—Material,  
177.01; salaries, \$10,362.70. Total, \$12,839.71.  
Total amount expended to date—\$49,789.56.

NORTH PLAINFIELD.

H. J. WIGHTMAN, SUPT.

C. J. Baxter, State Superintendent:

DEAR SIR.—Our Manual Training Plant remains as reported  
year with a few general additions to the equipment. Metal ceil-  
have been put on all the rooms and an enclosed passage made  
ch connects the Manual Training School with the High and  
mmar School building.  
We have been able to do the work outlined in our new Course of  
ly which accompanies this report.  
More than expected interest has been taken this year in our  
ual Training Departments. The public has been generous in  
se of the work and liberal in funds for the support of the  
ol.

FINANCIAL STATEMENT.

Receipts.

lance from last year.....	\$77 89
nount raised by Special Tax.....	1,400 00
nount received from State.....	1,400 00
nount received from other sources.....	50 00
Total .....	\$2,927 89

Disbursements.

achers' salaries .....	\$1,750 00
nt .....	665 57

Material .....	349 48
Incidentals .....	110 00
Balance June 30, 1902 .....	52 84
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Total .....	\$2,927 89

DRAWING.

Name of teachers—Laura M. Sydenham, Robert Sander, mechanical drawing.  
Is teacher engaged exclusively in this work?—Yes.  
Number of pupils—Male, 467; female, 537.  
Number of lessons per week given each class.—Two to five.  
Length of lesson—Thirty to forty minutes.  
Amount expended for manual training during the year—Plant, \$261.73; material, \$88.75; salaries, \$700.00. Total, \$1,050.48.  
Grade or grades in which subject is taught—All above Kindergarten.

MODELING.

Name of teachers—Regular teachers.  
Amount expended for manual training during the year—Salaries (janitor), \$110.00. Total, \$110.00.  
Grade or grades in which subject is taught—Grades 1 to 4.

SEWING AND COOKING.

Name of teacher—Bessie Taylor.  
Is teacher engaged exclusively in this work?—Yes.  
Number of pupils—Female (sewing), 206; (cooking), 157.  
Number of lessons per week given each class—Sewing, two; cooking, one.  
Length of lesson—Sewing, thirty to forty minutes; cooking, ninety to 120 minutes.  
Amount expended for manual training during the year—Plant, \$120.50; material, sewing, \$21.67; cooking, \$131.95; salaries, \$300.00. Total, \$574.12.  
Total amount expended to date—\$7,842.16.  
Grade or grades in which subject is taught—Sewing, grades 5B, 5A, 6B, and 6A; cooking, grades 7B, 7A, 8B, 8A, and High School.

METAL-WORKING.

Remarks—Plant and material same as previously given. Character and amount of work given in course of study recently filed.

WOOD-WORKING (Joinery.)

Name of teacher—Robert Sander.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 318.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant, \$3.34; material, \$107.11; salaries, \$750.00. Total, \$1,140.45.

Grade or grades in which subject is taught—All above fourth.

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## ORANGE.

WILLIAM M. SWINGLE, SUPERINTENDENT.

*Hon. C. J. Baxter, State Superintendent:*

DEAR SIR.—The plant and equipment of our manual training department remains practically the same as one year ago, when a detailed account was given you.

The teachers of the primary and grammar grades have become more familiar with the requirements of the manual training course and are greatly interested in the beneficial results to the pupil.

Beginning with the kindergarten, we have a connected and comprehensive line of manual work extending through the four years of the High School.

We find that the children take a decided interest in the work, and that the educational value of such work more than equalizes the moderate expense attached to it. We feel that we are giving the boys and girls training that will be of great value to them in after life.

The introduction of Sloyd work into the Fifth Grade and raffia work into the Fourth Grade has given an increased interest to the course in these grades, and it is the intention to carry those lines one step further down next year and introduce bent iron work into the fifth grade. This will give the boys a good preparation for the bench work which follows in the Sixth Grade.

During the year some new tools have been added and the changes suggested in my last report have all been made. We close the year with a better equipment than ever, and with an increased interest on the part of the pupils, teachers and parents. For the first time, we have a balance on hand, and it will not require as much

to carry on this department next year as it has during the year just closed.

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax.....	\$2,250	00
Amount received from the State.....	2,250	00
Total .....	\$4,500	00

Disbursements.

Teachers' salaries .....	\$3,039	00
Material .....	772	19
Excess of payments to April 1, 1901.....	159	83
Balance June 30, 1902.....	528	98
Total .....	\$4,500	00

DRAWING.

Name of teacher—Helen C. Jensen.  
Is teacher engaged exclusively in this work?—Yes.  
Number of pupils—Male, 1,269; female, 1,193.  
Number of lessons per week given each class—One.  
Length of lesson—Forty-five to sixty minutes.  
Amount expended for manual training during the year—Material, \$435.62; salaries, \$810.00. Total, \$1,245.62.  
Grade or grades in which subject is taught—All grades.

MODELING.

Name of teacher—Regular teachers. Mary E. Habberton, supervisor.  
Is teacher engaged exclusively in this work?—No.  
Number of pupils—Male, 1,108; female, 956.  
Number of lessons per week given each class—One.  
Length of lesson—Thirty to sixty minutes.  
Amount expended for manual training during the year—Salaries, \$891.00. Total, \$891.00.  
Grade or grades in which subject is taught—Grades 1, 2, 3 and 4.

SEWING.

Name of teacher—Mary E. Habberton.  
Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 275.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Amount expended for manual training during the year—Material,  
\$2.12. Total, 102.12.

Grade or grades in which subject is taught—Grades 5, 6 and 7.

### COOKING.

Name of teacher—Helen R. Sumner.

Is teacher engaged exclusively in this work—Two days.

Number of pupils—Female, 122.

Number of lessons per week given each class—One.

Length of lesson—120 minutes.

Amount expended for manual training during the year—Material,  
\$4.45; salaries, \$480.00. Total, \$714.45.

Grade or grades in which subject is taught—Grade 8 and first and  
second years in High School.

### WOOD-WORKING (Joinery).

Name of teacher—Samuel E. Wardell.

Is teacher engaged exclusively in this work—Four days.

Number of pupils—Male, 246.

Number of lessons per week given each class—One.

Length of lesson—Ninety minutes.

Amount expended for manual training during the year—Salaries,  
\$58.00. Total, \$858.00.

Grade or grades in which subject is taught—Grades 6, 7 and 8 and  
High School (optional).

Totals—Material, \$772.19; salaries, \$3,039.00. Total, \$3,811.19.

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### PATERSON.

L. A. GOODENOUGH, SUPERINTENDENT.

*Hon. Chas. J. Baxter, State Superintendent Public Instruction:*

DEAR SIR.—I present the following report of the classification of  
pupils, course of instruction and work done during the past year.

The same courses of instruction have been followed as given  
during the previous year and the same divisions of grammar grades  
have been made, viz.: Seven A, Eight B and Eight A.

The Seven A pupils become familiar with the various tools



which are carefully selected for them in order that they may fully understand their uses when promoted to a higher grade. The work in this grade consists chiefly in marking in various forms, sawing, planing, etc.

In the Eight B and Eight A grades, sixteen lessons in joinery are given, including the simplest as well as the most difficult joints. The course of instruction in these grades also includes a few special lessons in chiseling and plain carving.

The preparation of drawings by the pupils in their respective class rooms has proved to be a great advantage. By this method the pupils are enabled to devote their time exclusively to the work itself while attending this school.

When we had but five lathes, only two afternoons each week were allowed for High School pupils for wood turning and carving. When the additional lathes were put in, much more time was given to this branch of instruction, and the classes were just getting fairly organized when the fire of February 9th destroyed the school.

By direction of the Board, a number of pieces of work, made in the regular course of instruction, were sent to the Pan-American Exposition at Buffalo, and as a silver medal was awarded to the entire school exhibit, the Manual Training School is entitled to its share of the merit.

The exhibit was then forwarded to Charleston Exposition at the request of the Managers, and there we received a gold medal.

We hope next year to enlarge the scope of work done in the Manual Training School, and if possible, to have an additional teacher.

We have every reason to believe that the work done, although somewhat limited, is equal to that of any other Manual Training School in the State, and with the continued hearty support of our citizens we hope in the near future to have a school thoroughly equipped for all branches of Manual Training work.

#### FINANCIAL STATEMENT.

##### Receipts.

Balance from last year.....	\$73 96
Amount raised by Special Tax.....	2,000 00
Amount received from the State.....	2,000 00
Total .....	<u>\$4,073 96</u>

Disbursements.

Teachers' salaries .....	\$1,275 00
Plant .....	1,500 00
Material .....	151 40
Incidentals .....	200 00
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Total .....	\$3,136 40

DRAWING.

Name of teacher—E. D. Hilton.  
Number of pupils—Male, 350.  
Number of lessons per week given each class—One.  
Length of lesson—Forty-five minutes.  
Amount expended for manual training during the year—Plant, 1,500.00; material, \$151.40; salaries, \$1,475.00. Total, 3,126.40.  
Grade or grades in which subject is taught—Grades 7A, 8B, 8A, grammar grades.

WOOD-WORKING (Joinery).

Name of teacher—E. D. Hilton.  
Number of pupils—Male, 350.  
Number of lessons per week given each class—One.  
Length of lesson—One hour.  
Grade or grades in which subject is taught—Grades 7A, 8B, 8A.

WOOD-WORKING (Carving).

Name of teacher—E. D. Hilton.  
Number of pupils—Male, 350.  
Number of lessons per week given each class—One.  
Length of lesson—One hour.  
Grade or grades in which subject is taught—High School.



PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

m. Charles J. Baxter, State Superintendent:

DEAR SIR.—The work of our manual training department has  
n continued along the lines of the last two years with, I believe,

constant improvement. Near the end of the year an excellent and extensive exhibit of the work in cooking, sewing, bent iron and wood, was held two afternoons and evenings at the Manual Training Building. This exhibit was well attended, and the work excited much interest and admiration. Citizens are coming gradually to get the right conception of this kind of work, and, consequently, to appreciate it more highly.

The work will be somewhat extended next year. While the girls are having sewing in the third and fourth grades, as heretofore, the boys will be given raffia and reed work. A class in more advanced wood work and drawing will be formed of boys in the first year of the high school. This, we hope, will be the beginning of a high school manual training course which will rank with the other courses of the high school. To make provision for this extension of the work it is planned to double, by an addition, the size of the present manual training building.

All the girls, last year about five hundred, in our evening schools, receive weekly instruction in sewing. Just as soon as room becomes available for fitting up a kitchen, cooking will also be taught in the evening schools. About half the program of our summer schools is made up of manual training work, sewing, basketry, etc.

### FINANCIAL STATEMENT.

#### Receipts.

Balance from last year.....	392 92
Amount raised by Special Tax.....	2,400 00
Amount received from the State.....	2,400 00
Total .....	<u>\$5,192 92</u>

#### Disbursements.

Teachers' salaries .....	\$3,424 69
Plant .....	58 00
Material .....	683 25
Incidentals (janitor's salary) .....	470 00
Balance June 30, 1902.....	556 98
Total .....	<u>\$5,192 92</u>

## DRAWING.

Name of teacher—W. Franklin Smith.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 103.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grades 6 to 8, inclusive.

Name of teacher—M. W. Langstroth.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 450; female, 470.

Number of lessons per week given each class—One.

Length of lesson—One-half to three-quarters of an hour.

Grade of grades in which subject is taught—Grades 4 to 8, inclusive.

## SEWING.

Name of teacher—Theo Burghardt.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 800.

Number of lessons per week given each class—One.

Length of lesson—One-half to one and one-quarter hours.

Grade or grades in which subject is taught—Grades 3 to 6, inclusive.

## COOKING.

Name of teacher—Florence Newell.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 138.

Number of lessons per week given each class—One.

Length of lesson—Two hours.

Grade or grades in which subject is taught—Grades 7 and 8.

## METAL-WORKING.

Name of teacher—W. Franklin Smith.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 145; female, 14.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grade 5.

## WOOD-WORKING (Joinery.)

Name of teacher—W. Franklin Smith.

Is teacher engaged exclusively in this work?—Yes.

SCHOOL REPORT.

Number of pupils—Male, 163.  
Number of lessons per week given each class—One.  
Length of lesson—One hour.  
Grade or grades in which subject is taught—Grades 6 and 7.

WOOD-WORKING (Carving).

Name of teacher—W. Franklin Smith.  
Is teacher engaged exclusively in this work?—Yes.  
Number of pupils—Male, 45.  
Number of lessons per week given each class—One.  
Length of lesson—One hour.  
Grade or grades in which subject is taught—Grade 8.  
Amount expended for Manual training during the year—Plant, \$58.00; material, \$683.25; salaries, \$3,894.69. Total, \$4,635.94.  
Total amount expended to date—\$24,526.44.

RINGWOOD.

E. J. BROWN, DISTRICT CLERK.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$345 00
Total .....	\$345 00

Disbursements.

Teachers' salaries .....	\$300 00
Plant .....	45 00
Total .....	\$345 00

MODELING.

Name of teacher—Katherine McKernon.  
Is teacher engaged exclusively in this work?—No.  
Number of pupils—Male, 35; female, 19.  
Number of lessons per week given each class.—One.  
Length of lesson—Forty-five minutes.  
Grade or grades in which subject is taught—All grades.

SEWING.

Name of teacher—Katherine McKernon.  
Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 19.

Number of lessons per week given each class—Two.

Length of lesson—One hour.

Grade or grades in which subject is taught—All grades.

### METAL-WORKING.

Name of teacher—Katherine McKernon.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 17.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Grade or grades in which subject is taught—Grammar.

### WOOD-WORKING (Joinery).

Name of teacher—Katherine McKernon.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 27; female, 8.

Number of lessons per week given each class—Two.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grammar.

### WOOD-WORKING (Carving).

Name of teacher—Katherine McKernon.

Number of pupils—Female, 8.

Number of lessons per week given each class—Two.

Length of lesson—One hour.

Grade or grades in which subject is taught—Grammar.

Amount expended for manual training during the year—Material, \$45.00; salaries, \$300.00. Total, \$345.00.

Total amount expended to date—\$345.00.

Remarks—The \$345.00 includes expenditures for all subjects, combined.

### RED BANK.

S. V. ARROWSMITH, SUPERINTENDENT.

*To Hon. C. J. Baxter, State Superintendent:*

DEAR SIR.—In compliance with your request I herewith submit a brief report of the work in the Manual Training Department of the Red Bank schools.

Soon after the opening of our schools in September, the super-

visor of the department, Mr. H. F. Pease, resigned his position to accept a similar one in the schools of Newark, and our work was consequently interrupted for a short time. By November 1st, however, our system was again in effective working order, under the direction of Miss Helen L. Jarrold, a graduate of the Normal Art Department of Pratt Institute.

Miss Jarrold has proven herself a most competent and efficient teacher, and under her able supervision the work of the department has proved most successful.

Drawing is taught throughout the entire course. Wood-working in all the classes from the sixth to the ninth year inclusive, and is developed in the following order:

#### BOYS.

*Sixth Grade.*—Whittling, in respective rooms, models from thin wood, including label, St. George's cross, St. Andrew's cross, key, tag, calendar back, kite string reel, silk winder, pencil sharpener, match striker, paper file, spool case, sled.

*Seventh Grade.*—Whittling in respective rooms, models from thick wood, including flower stake, top, dart, wind-mill, paper-knife, letter opener.

*Eighth Grade.*—Bench work, including tool rack, clothes cleat, knife strop, bracket, end lap joint, middle lap joint, flower pot stand, tea pot stand.

*Ninth Grade.*—Bench work, including coat and trousers hanger, bench hook, towel rack, letter box, book rack, mortise and tenon joint.

#### GIRLS.

*Eighth Grade.*—Whittling and knife work, including panels in knife carving, outline and relief, with modeling, pin ball, tray box, etc.

*Ninth Grade.*—Carving soft and hard wood, with full set of carving tools, geometric designs, picture frame, paper knife, etc. Pyrography, boxes, bowls, etc.

## FINANCIAL STATEMENT.

## Receipts.

Balance from last year.....	\$21 36
Amount raised by Special Tax.....	500 00
Amount received from the State.....	500 00
Total .....	<u>\$1,021 36</u>

## Disbursements.

Teachers' salaries .....	\$700 00
Plant .....	112 50
Material .....	203 00
Accidentals .....	5 86
Total .....	<u>\$1,021 36</u>

## DRAWING.

Name of teacher—Helen L. Jarrold.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 165; female, 155.

Number of lessons given each class—Sixteen per year.

Length of lesson—Forty minutes.

Grade or grades in which subject is taught—Grades 3, 4 and 5. Mechanical drawing only.

Number of pupils—Male 210; female 180.

Number of lesson given each class—Eight per year.

Length of lesson—Forty minutes.

Grade or grades in which subject is taught—Grades 6, 7, 8, 9 and 10. Mechanical drawing only.

## MODELING.

Number of pupils—Male, 155; female, 135.

Number of lessons per week given each class—One.

Length of lesson—Twenty minutes.

Grade or grades in which subject is taught—Grades 1 and 2.

## WOOD-WORKING (Joinery).

Number of pupils—Male, 115.

Length of lesson—Forty minutes.

Number of lessons per week given each class—One.

Grade or grades in which subject is taught—Grades 6, 7, 8 and 9.



SCHOOL REPORT.

WOOD-WORKING (Carving).

Number of pupils—Male, 2; female, 40.  
Number of lessons per week given each class—One.  
Length of lesson—Forty minutes.  
Grade or grades in which subject is taught—Grades 8 and 9.  
Amount expended for manual training during the year—Plant,  
\$112.50; material, \$208.86; salaries, \$700.00. Total, \$1,021.36.  
Total amount expended to date—\$1,021.36.

RIDGEWOOD.

B. C. WOOSTER, SUPERVISING PRINCIPAL.

*To Hon. Chas. J. Baxter, State Superintendent:*

DEAR SIR.—The plant and character of work done in manual training in the Ridgewood school during the past year, are not materially different from plant and character described in previous reports.

Owing to increased enrollment, instruction has been given to more pupils than heretofore, but owing to lack of time the work has not been advanced in grade as we have hoped.

A better room for sewing and a case to contain materials have been provided.

Some scroll saw and lathe work has been added to the wood-work course.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$1,824 85
Amount raised by Special Tax.....	600 00
Amount received from the State.....	600 00
Total .....	<u>\$3,024 85</u>

Disbursements.

Teachers' salaries .....	\$1,075 00
Material .....	63 76
Balance June 30, 1902.....	1,886 09
Total .....	<u>\$3,024 85</u>

## DRAWING.

Name of teacher—Miss Maggie Vreeland.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 239; female, 236.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Amount expended or manual training during the year—Material, \$13.90; salaries, \$350. Total, \$363.90.

Total amount expended to date—\$3,173.87.

Grade or grades in which subject is taught—Grades 1 to 10.

## SEWING.

Name of teacher—Miss Sadie Denison.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 138.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Amount expended or manual training during the year—Material, \$15.21; salaries, \$225.00. Total, \$240.21.

Total amount expended to date—\$2,257.29.

Grade or grades in which subject is taught—Grades 4 to 10.

## WOOD-WORKING.

Name of teacher—Mr. B. C. Wooster.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 129.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Amount expended for manual training during the year—Material, \$34.65; salaries, \$500.00. Total, \$534.65.

Total amount expended to date—\$5,332.50.

Grade or grades in which subject is taught—Grades 4 to 10.

## SOUTH ORANGE.

H. W. FOSTER, SUPERVISING PRINCIPAL.

*Hon. C. J. Baxter, State Superintendent:*

DEAR SIR.—The equipment has been materially increased by placing new benches of a more modern type, with new sets of tools, in the department connected with the High School, and by transferring the older benches to the other schools, where hitherto no bench work had been possible.

The manual training has been extended to the lowest grades, with clay, paper, weaving, basketry, etc.

The eighth grade girls have been given cooking instead of sewing, and an advanced course of sewing and cooking is now offered in the High School. A Wilcox & Gibbs sewing machine has been purchased for the advanced class in sewing.

In previous years the teachers of this department have worked independently. The department is now working under one head, Miss Jeannette Palen; the courses have been remodelled, unified and correlated, and decided progress has characterized the year's work. The recent tendency to unite Art and Craftsmanship has vitally affected much that has been done. The social view of education has inspired most of the projects suggested to the pupils.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$371 88
Amount raised by Special Tax.....	1,000 00
Amount received from State.....	1,000 00
Total .....	<u>\$2,371 88</u>

Disbursements.

Teachers salaries .....	\$1,500 00
Plant .....	538 29
Material .....	277 21
Balance June 30, 1902.....	56 38
Total .....	<u>\$2,371 88</u>

DRAWING.

Names of teachers—Jeannette Palen, Anna B. Gausmann.

Number of pupils—Male, 257; female, 175.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, \$50.00; salaries, \$350.00. Total, \$400.00.

Grade or grades in which subject is taught—Grades 6, 7, 8, 9, 10, 11 and 12.

**BENT IRON, BASKET WORK, MODELING, WEAVING, ETC.**

Names of teachers—Jeannette Palen, Anna B. Gausmann

Number of pupils—Male, 208; female, 185.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, \$10.46; material, \$42.91; salaries, \$230.00. Total, \$283.37.

Grade or grades in which subject is taught—Grades 1, 2, 3, 4 and 5.

**SEWING.**

Names of teachers—Anna B. Gausmann, Melita N. Heward.

Number of pupils—Female, 75.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, \$37.90; material, \$16.22; salaries, \$140.00. Total, \$194.12.

Grade or grades in which subject is taught—Grades 3, 4, 5, 6, 7 and 9.

**COOKING.**

Name of teacher—Melita N. Heward.

Number of pupils—Female, 42.

Number of lessons per week given each class—One.

Length of lesson—One and one-half hours.

Amount expended for manual training during the year—Plant, \$27.28; material, 42.13; salaries, \$180.00. Total, \$249.41.

Grade or grades in which subject is taught—Grades 8, 9, 10, 11 and 12.

**WOOD-WORKING (Joinery).**

Names of teachers—Jeannette Palen, Anna B. Gausmann

Number of pupils—Male, 117.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Grade or grades in which subject is taught—Grades 5, 6, 7 and 8.

**WOOD-WORKING (Carving).**

Names of teachers—Jeannette Palen, Anna B. Gausmann.

Number of pupils—Male, 32; female, 16.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, \$412.65; material, \$175.95; Salaries, \$600.00. Total, \$1,188.60.

Grade or grades in which subject is taught—Grades 9, 10, 11 and 12.

Total amount expended for manual training during the year—Plant, \$538.29; material, \$277.21; salaries, \$1,500.00. Total, \$2,315.50.

Remarks—Miss Heward, one day per week. Miss Palen's and Miss Gausmann's time on ordinary drawing is not included in this report.

## TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

*To Hon. Chas. J. Baxter, State Superintendent:*

DEAR SIR.—The past year has been marked by continued and increasing interest in the various branches of manual training, both on the part of the students and of their parents.

In the wood working department considerable attention has been paid to wood carving and chip carving, particularly in decorating the finished article illustrating the various joints, etc.

The girls of the Domestic Economy Department, toward the end of the year, issued a neatly designed invitation tendering a dinner to the members of the Board of Education, representatives of the press, and a few other invited guests, which took place on the evening of April 29th.

The following menu was prepared by the class and served by the members thereof, in the school kitchen:

Mock Bisque Soup.	Boiled Haddock (Hollandaise Sauce).
Baked Potatoes.	Fillet of Beef.
Franconia Potatoes.	Asparagus.
Chicken a la Baltimore.	Lettuce.
Vanilla Ice Cream.	Cake.
	Coffee.
	Farina Pudding.

The wood working department had prepared miniature wooden sauce pans with the legend "Souvenir Domestic and Manual Training, April 29, 1902," burned in Gothic letters on one side.

The menu was written on the reverse side by the girls.

The tables were handsomely decorated with flowers, etc., brought by the class, and appropriate addresses were made by nearly all the guests present, who complimented the girls on their skill and efficiency manifested.

The exhibit of manual training work in June, was open to the public for two afternoons and evenings, and the rooms were thronged during the whole of that time.

The matter of providing more suitable quarters, or a new building for the manual training department, is being discussed, and it is hoped that it will result in accomplishing that much desired object, as our present accommodations are far from ideal.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$453.61
Amount raised by Special Tax.....	900 00
Amount received from State.....	900 00
Amount received from other sources.....	117 50
<hr/>	
Total .....	\$2,371 11

Disbursements.

Teachers' salaries .....	\$1,350 00
Plant .....	88 19
Material .....	476 08
Balance June 30, 1902.....	456 84
<hr/>	
Total .....	\$2,371 11

DRAWING.

Names of teachers—Nathan C. Billings, Gustav A. Beyer and class teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 297; female, 329.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Plant, 29.20; material, \$209.15. Total, \$238.35.

Total amount expended to date, \$1,928.04.

Grade or grades in which subject is taught—Grades 6, 7 and 8, grammar, and four years in High School.

MODELING.

Name of teacher—Nathan C. Billings.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 19; female, 40.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Total amount expended to date—\$103.04.

Grade or grades in which subject is taught—Junior and Senior High School.

### SEWING.

Name of teacher—Caroline J. Hoffman and class teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 999.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Material, \$60.09; salaries, \$50.00. Total, \$110.09.

Total amount expended to date—\$1,257.42.

Grade or grades in which subject is taught—Grade 3 to 8, grammar, 1 and 2, Junior High School.

### DOMESTIC ECONOMY.

Name of teacher—Engel A. Pope.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 74.

Number of lessons per week given each class—One.

Length of lesson—Two hours.

Amount expended for manual training during the year—Plant \$23.27; material, \$86.24; salaries, \$400.00. Total, \$509.51.

Total amount expended to date—\$5,935.47.

Grade or grades in which subject is taught—Grades 1 and 2, High School.

### WOOD-WORKING (Joinery).

Name of teacher—Gustave A. Beyer.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 73.

Number of lessons per week given each class—One.

Length of lesson—Two hours.

Amount expended for manual training during the year—Plant \$35.72; material, \$120.60; salaries, \$900.00. Total, \$1,056.32.

Total amount expended to date—\$7,886.55.

Grade or grades in which subject is taught—Grades 1 and 2, High School.

### WOOD-WORKING (Carving).

Name of teacher—Gustave A. Beyer.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 73.

Number of lessons per week given each class—One.

Length of lesson—Two hours.

Amount expended for manual training during the year—Plant, \$88.19; material, \$476.08; salaries, \$1,350.00. Total, \$1,914.27.

Total amount expended to date—Incidentals, \$33.50.

Grand total amount expended to date—\$17,144.02.

## LANDIS TOWNSHIP.

J. J. UNGER, SUPERINTENDENT.

*To Hon. Chas. J. Baxter, State Superintendent:*

DEAR SIR.—In no department of our schools have there been more changes during the year than in manual training. The resignation of Miss Mary S. Swick to accept a better position in the Brooklyn schools, left a vacancy which has been very ably filled by J. H. Sandt, formerly of Pen Argyl, Pa.

The manual training room, although still inadequate in size and equipment, has undergone a number of changes. New benches for bent iron work were made to accommodate sixteen pupils; the benches for wood work were fitted up with tool racks made by the pupils; a number of new tools were purchased and the pupils made tool boards for their safe keeping; benches also were fitted up for glueing and finishing work. An old turning lathe that had been covered with dust for many years, was brought from the storage room and put to excellent use. The use of another lathe and scroll saw was contributed by the teacher, and a circular saw took up practically the last available space in the room. The school desks used for drawing purposes still remain, but it is the intention to replace these in the near future by more modern drawing tables.

The character of the work also was changed to some extent. More emphasis was placed on sketching from life with pencil, or brush and ink. Considerable attention was given to original design for ornamental purposes, which found its application in decorating book and composition covers, portfolios, glove boxes, handkerchief boxes, tabourets, etc.

The bent iron work was begun near the end of the year in the fifth grade. Considerable interest was manifested by the children in the work, and after a few preliminary lessons the pupils made mats and candle stick holders in a very satisfactory manner. It is intended to extend this work greatly by another year.



It is but just to say that more interest is taken in manual training by both patrons and children than ever before. During the entire year children were enthusiastic over the subject, and so many applications were received by pupils to do extra work after four o'clock in the manual training room that a number had to be refused for want of working room. Many useful articles were made by the children during these extra hours and the articles frequently were handsomely decorated with designs made by the pyrograph. Girls were just as much interested as boys, and their work as a rule was quite as creditably done. It is a great misfortune that we do not have a large, well-lighted, well-ventilated room with modern equipments, where the work could be carried on still far more successfully.

To one of the High School boys belongs the credit of doing the finest piece of mechanical work attempted during the year. This pupil, Master Raymond Thompson, constructed a steam engine of the Corliss type, one-eighth horse-power, which was run at the manual training exhibition held near the close of the term.

Many recommendations might be made which, if carried out, would further the progress in manual training, if we had more and a larger appropriation for this purpose. In my former report was mentioned the need of an assistant teacher, but there is also quite as much need of larger accommodations and better equipments.

### FINANCIAL STATEMENT.

#### Receipts.

Balance from last year.....	\$1,063 61
Amount raised by Special Tax.....	500 00
Amount received from the State.....	500 00
Total .....	<u>\$2,063 61</u>

#### Disbursements.

Teacher's salaries .....	\$666 66
Material .....	316 35
Balance June 30, 1902.....	1,080 60
Total .....	<u>\$2,063 61</u>

DRAWING.

Name of teacher—J. H. Saudt.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 184; female, 202.

Number of lessons per week given each class.—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Material, \$8.30; salaries, \$666.66. Total, \$744.96.

Grade or grades in which subject is taught—Grades 6 to 12.

Name of teacher—Grade teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 787; female, 776.

Number of lessons per week given each class—Two.

Length of lesson—Twenty minutes.

Grade or grades in which subject is taught—Grades 1 to 6.

Remarks—Salary \$666.66 paid for all subjects.

MODELING.

Name of teacher—Grade teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 748; female, 737.

Number of lessons given each class—One per month.

Amount expended for manual training during the year—Material, \$3.75. Total, \$3.75.

Grade or grades in which subject is taught—Grades 1 to 6.

SEWING.

Name of teacher—Grade teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 166.

Number of lessons per week given each class.—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Material, \$9.24. Total, \$59.24.

Grade or grades in which subject is taught—Grades 6 to 8.

METAL-WORKING.

Name of teacher—J. H. Saudt.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 24.

Number of lessons per week given each class —One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Material, \$7.34. Total, \$27.34.

Grade or grades in which subject is taught—Grades 5 and 12.

WOOD-WORKING (Joinery and Carving).

Name of teacher—J. H. Saudt.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 184; female, 202.

Number of lessons per week given each class.—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Material,  
\$147.72. Total, \$147.72.

Grade or grades in which subject is taught—Grades 6 to 12.

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**REPORT**  
**OF THE**  
**Bureau of Infomation**  
**FOR**  
**Teachers and School Officers.**  
**1901-1902.**

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(257)



# Bureau of Information for Teachers.

REPORT OF THE BUREAU OF INFORMATION FOR TEACHERS AND SCHOOL OFFICERS.

*to the Members of the State Board of Education:*

GENTLEMEN.—I have the honor to present to your honorable body the fifth annual report of the Bureau of Information for the year ending October 31st, 1902.

During the year five hundred and ten teachers were registered. Of this number three hundred and eighty-eight secured positions through the Bureau, leaving one hundred and twenty-two to secure positions through other sources. Four hundred and twenty-six applications for teachers were received from school officers.

The work of the Bureau has steadily increased during the past years, as will be seen by the following table:

	<i>Applications for Teachers.</i>	<i>No. of Teachers Registered.</i>
1898 .....	150	260
1898-1899 .....	380	600
1899-1900 .....	402	566
1900-1901 .....	422	607
1901-1902 .....	426	510

There was a large demand for the past records of teachers who were the candidates for positions, and this demand came from school officers in all sections of the State.

As in preceding years, there was a scarcity of candidates for the full salaried positions in the district schools, while the demand for good teachers could not be filled.

The forms used by the Manager have all been revised and brought up to date. A list of the teachers of the State, containing



# Teachers' Retirement Fund.

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REPORT OF THE BOARD OF TRUSTEES OF THE TEACHERS' RETIREMENT  
FUND FOR THE YEAR ENDING JUNE 30TH, 1902.

October 7th, 1902.

*The Honorable the State Board of Education:*

GENTLEMEN.—In compliance with the law, I have the honor to submit the report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year ending June 30, 1902.

THE RETIREMENT FUND A BENEFIT TO THE PUBLIC SCHOOL SYSTEM.

The movement for Teachers' Retirement Annuity Systems in various states and cities, begun by the teachers themselves from motives of sympathy for their stricken comrades, has resulted in such manifest benefit to the public schools that it may be confidently affirmed that in no other single way can the cause of education be more effectively advanced than by building up and maintaining Teachers' Retirement Funds.

Whatever improves the schools is a direct public benefit. The retirement of veteran, invalided teachers on annuity will improve the schools, because: First—Boards of Education can by this humane means vacate positions when their incumbents have become incapable of filling them to the best interests of their pupils, and can supply classes with vigorous and competent instructors; Second—Immunity against future want must ultimately attract a very high grade of talent to teaching as a life vocation; Third—Relieved of anxiety for the future, teachers will give themselves, and devote their scanty means more enthusiastically and generously, to teaching and to the study of their profession, in order to do which progressive teachers must be under considerable expense for books, educational passes, and for "courses" at colleges and summer schools.



Teaching is a dignified and important vocation. It must be respected, which it can never be if permitted to contribute its veterans to the "pauper class." Once let the name of veteran public school teacher become a synonym for miserable indigence, and America will have little to boast of in her lauded public school system.

**PUBLIC SCHOOLS MUST COMPETE FOR TALENTED MEN AND WOMEN AS  
TEACHERS.**

If the public schools shall fulfill their high destiny in the Commonwealth, they must compete with the other more lucrative professions for the ablest men and women to engage in teaching—a vocation that is unremunerative, and yet of paramount importance to the State. While teaching cannot offer the brilliant prizes that may be won by the eminently successful in the other professions, yet a moderate compensation during the years of active duty, together with a modest competence guaranteed against age and disability, may prove to many talented men and women more attractive than the strenuous, and often futile, competition after wealth and distinction in other callings.

A recognition of this principle has led in most of the large cities and in some of the states to the creation of "Funds" whereby teachers of long service and impaired efficiency may be relieved of their classes and retired with honor on a modest annuity. The immediate effect of this policy is already discernable in the disposition shown by able and ambitious New Jersey teachers to seek permanent positions in New York, Philadelphia and other cities where not only are salaries higher, but where generous annuity systems are established.

**TEACHERS IN RURAL DISTRICTS SHOULD PARTICIPATE IN THE RETIRE-  
MENT FUND.**

The establishment, however, of such funds in the larger cities only, as has been done in several states, to the exclusion of teachers engaged in suburban and rural districts, seems an unjust and unpatriotic discrimination against the country schools and against the teachers of the state at large. It is tantamount to a declaration that the country teachers are less worthy, or that the teaching in the country districts is of less importance to the Commonwealth than are the instructors and the instruction provided in the graded

chools of the great cities, whereas, is it not admitted that the strength and energy of our cities is maintained by recruiting from the ranks of men and women born, bred and educated in the country? City teachers are far better paid and their tenure of office is comparatively secure, while the educational work done in the state at large is just as good and quite as necessary to the glory and safety of American institutions. It is, therefore, an added evidence of New Jersey's reputed "justice" that she has enacted the first general law in the United States providing for a Teachers' Retirement Fund, the benefits of which are within the reach of every teacher within her borders.

A comparison of salaries paid teachers retired after long service in New Jersey's rural districts with the salaries of teachers retired after similar service in our town and city schools, must reveal the urgent necessity of relief and support for the former, and prove how unprofessional and unphilanthropic, as well as how unjust to the cause of education at large, it is to deny them participation in a teachers' annuity system. The average salary of twenty country teachers retired after an average service of thirty-one years in New Jersey is \$415.40; that of thirty-two city teachers retired after an average service of thirty-three years is \$657.00.

Where Retirement Funds are provided by state or municipality, or where membership in the fund is a part of the contract of every teacher appointed after the passage of the law creating such fund—as is the case in most of the large cities and some of the states—a constant and increasing income to the fund is an assured thing. The Teachers' Retirement Fund of New Jersey, however, is dependent upon the voluntary contributions of an ever-varying membership, supplemented by the activity, energy and enterprise of its promoters. There is danger, when the first enthusiasm wanes, that the enterprise will languish unless permanently-organized agencies are set to work to recruit the membership, augment the income, and build up, by constant systematized endeavor, a permanent and sufficient endowment.

TEACHERS' RETIREMENT FUND DEPARTMENT OF NEW JERSEY STATE  
TEACHERS' ASSOCIATION.

It was with this end in view that the Retirement Fund Department of New Jersey State Teachers' Association was created, the

objects of which are to promote the interests of the Fund in every part of the State, and in every possible way. This work requires organization on a broad scale; thought, labor, energy, talent, time and money. Though the work of this Department for the year just closed has been largely one of organization, the material and financial results are most encouraging.

First.—The membership increase is 443 (against an aggregate of 411 for the three preceding years), which means an addition of more than \$2,000 to the permanent income—a sum equal to an invested capital of \$50,000 at 4 per cent., and enough to pay more than six average annuities. The awakening of interest throughout the State is indicated by the fact that, while of the 141 teachers who joined last year, 110 were from Hudson county and only 31 from the rest of the State, this year 122 are from Hudson and 221 are from other counties. Most encouraging is the fact that the great majority of new members are young, newly-appointed teachers. The increase of 1901-1902 by counties is as follows: Atlantic, 2; Bergen, 8; Burlington, 17; Camden, 32; Cape May, 3; Cumberland, 3; Essex, 59; Gloucester, 8; Hudson, 122; Hunterdon, 4; Mercer, 44; Middlesex, 51; Monmouth, 9; Morris, 19; Ocean, 4; Passaic, 9; Salem, 7; Somerset, 7; Sussex, 10; Union, 19; Warren, 6.

#### ASSOCIATE MEMBERSHIP.

Second.—Two classes of Associate Members of this Department have been formed, whereby friends of education and those interested in the public schools and the public school teachers may become (a) Annual Associate Members by the payment of two dollars (\$2) a year, or (b) Life Associate Members by the payment of twenty-five dollars (\$25) in one sum. Three-fourths of all receipts from such Associate Memberships go to the Permanent Endowment of the Fund, and one-fourth to the treasury of the Department to help defray the expenses of promoting the work. Although this project has not yet been fairly launched, the plan has already received substantial evidence of approval from prominent citizens interested in the schools, and from the personal friends of teachers.

Third.—Upon the solicitation of officers of the Department, in conjunction with a committee from the Board of Trustees, the State Treasurer has reduced the charge for clerical services in his

rice from \$1,200 to \$600 per annum, a saving of enough to about  
ly two average annuities, and representing the interest on an in-  
vested capital of \$15,000 at 4 per cent.

#### **EXPENSE OF ADMINISTRATION.**

The teachers urge that, as they furnish the entire Fund from  
their salaries and by their voluntary efforts, and that as the Fund is  
an undoubted benefit to the public school system, the State should  
recognize their generous contribution to its educational welfare by  
assuming all the costs of conducting the Fund, which last year  
amounted to \$1,895.59. The teachers claim that they are willing  
to furnish the Fund and to provide the expense of promoting and  
developing it. Since January first the Retirement Fund Department  
has spent about \$1,500 in the work of increasing membership and  
income—which expenses for 1902 will be not less than \$2,000.  
In this connection the teachers say it is worthy of note that, from the  
inception of the Retirement Fund movement twelve years ago, they  
and their friends have provided every penny of the expense of or-  
ganization, promotion and development, and that the State Teachers'  
Association, although the Retirement Fund Department is one of its  
official sections, has never granted a cent toward its expenses, while  
paying the expenses of all other Departments and Committees. The  
teachers report, further, that in their twelve years' work for the  
Retirement Fund not a cent has been paid for salaries, commissions,  
legislative agents, gratuities, or for any purpose save printing and  
stationery, postage, traveling, telephones, telegrams, and the like.

#### **OTHER IMPORTANT RESULTS OF WORK OF RETIREMENT FUND DEPARTMENT.**

Other important and continuing results of the work of the De-  
partment may be cited. Among them are:

I. The broad indorsement of the Teachers' Retirement Fund by  
the State Teachers' Association;

II. The official and public indorsement of the Fund by the  
most important Superintendents of the State, who have become  
Honorary Officers of the Department.

III. The official indorsement of the Fund by various Boards  
of Education; the Trenton Board, for instance, having passed a

resolution approving the Fund and recommending all Trenton teachers to join.

IV. One of the most gratifying "signs of the times" is the practically unanimous approval of the Fund by the press of New Jersey. The teachers are most grateful for the hearty support accorded their cause by the newspapers.

#### TEACHERS' SOCIAL AND BENEFICIAL SOCIETIES.

Not the least of the many important results of the Retirement Fund movement is the organization of Teachers' Social and Beneficial Societies. Among these are the Hoboken Teachers' Mutual Aid Association; Camden Branch of the Retirement Fund; Essex County Teachers' Guild; Elizabeth Teachers' Club; Morristown Teachers' Retirement Fund Club, and the New Brunswick Teachers' Association. The existence of a local "sick benefit and mortuary fund" created by and for public school teachers, not only fosters *l'esprit de corps* among them, but makes for the preservation of the health and strength of its members, prolongs their period of active life, and is, therefore, a protection to the Retirement Fund proper. Moreover, as unified centers, such local societies, by devising and from time to time setting on foot various enterprises for making money, will form the permanent agencies throughout the State whereby may be carried out that provision of the Retirement Fund Law which permits the Fund to be augmented by entertainments, fairs, bazaars, gifts, legacies, etc., and from which source \$14,877.72 has already been added to the Permanent Endowment.

#### SOURCES OF INCOME.

According to the provisions of Article XXVII, Section 223, of the School Law, the Retirement Fund shall be made up as follows:

I. One per centum of the salaries of all persons who are members of the Fund prior to January 1st, 1903, and of the salaries of persons joining after that date who shall have been teaching ten years or less; two per centum of the salaries of persons who shall join after January 1st, 1903, and who shall have been teaching more than ten years, *provided*, that after January 1st, 1903, no teacher who shall have been teaching more than fifteen years shall become a member unless he or she shall have passed a satisfactory medical exami-

tion under rules prescribed by the Board. No person who is a member of the Fund before January 1st, 1903, shall be required to pay more than one per centum of his or her salary;

II. One per centum of all annuities paid;

III. All moneys and property received by donation, legacy, gift, bequest, devise or otherwise;

IV. Interest on investments and other moneys duly and legally invested.

Under paragraphs III. and IV. the Fund has received the following:

Bazaars, sales, etc.....	\$9,606 65
Concerts and other entertainments.....	2,028 64
Excursions .....	160 35
Premiums on subscriptions.....	27 09
"Chain" letter .....	92 75
Donations .....	85 00
Baseball game between Newark and Jersey City principals....	530 00
Associate memberships .....	61 50
Legacy .....	2,285 74
	<hr/>
	\$14,877 72

Preparations for other entertainments are now in progress in various places, the proceeds of which will be added to the Endowment.

As mentioned in last year's report (though not included in the Treasurer's statement because the actual cash was received after his books were closed for that year), the first legacy received by the Fund was from a public school teacher, a member of the Fund, Miss Emily S Sayre, of Woodstown, Salem county, who died October 10th, 1900, leaving \$2,285.74, half her estate, to the Teachers' Retirement Fund.

#### TREASURER'S REPORT.

The Treasurer's report is herewith submitted.

STATE TREASURER'S OFFICE,  
TRENTON, N. J., Aug, 26, 1902.

*to the Board of Trustees, Teachers' Retirement Fund:*

GENTLEMEN.—The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund for the year ending June 30, 1902:

SCHOOL REPORT.

RECEIPTS.

Balance in bank July 1, 1901.....	\$18,162 70	
Members' dues .....	16,008 67	
Interest on deposits in bank.....	358 67	
Interest on investments.....	1,475 00	
	<hr/>	\$36,005 04

DISBURSEMENTS.

Miscellaneous expenses .....	\$282 65	
Clerical services .....	1,200 00	
Salary of secretary.....	300 00	
	<hr/>	\$1,782 65
Annuities .....	13,975 62	
Rebates .....	100 55	
Transferred for permanent investment..	10,800 00	
Balance in bank June 30, 1902.....	9,346 22	
	<hr/>	\$36,005 04

PERMANENT PRINCIPAL.

RECEIPTS.

Balance in bank July 1, 1901.....	\$3,294 63	
Adolph E. Edwards, Exr., Bridgeton, N. J., legacy left to the fund by the late Emily S. Sayre....	2,285 74	
Emma M. Cattell, Camden, N, J., amount derived from premiums on "Our Times".....	1 30	
Myrtle M. Welsh, treasurer Morristown Teachers' Retirement Fund Club, proceeds of an enter- tainment given by the teachers of Morristown	125 00	
Amount transferred from Teachers' Retirement Fund to meet deficiency for purchase of mort- gages .....	10,800 00	
	<hr/>	\$16,506 67

DISBURSEMENTS.

Bond and mortgage, Olivet Presbyterian Church, Atlantic City .....	\$2,000 00	
Bond and mortgage, Catherine H. Scholl, Jersey City .....	4,500 00	
Bond and mortgage, Arvine H. Phillips, Long Port, Atlantic County, N. J.....	10,000 00	
Balance in bank, June 30, 1902.....	6 67	
	<hr/>	\$16,506 67

## TEACHERS' RETIREMENT FUND.

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The following is the condition of the Teachers' Retirement Fund at the close of business June 30, 1902:

Balance in bank .....	\$9,346.22
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### PERMANENT FUND.

Bond and mortgage on Olivet Presbyterian Church, Atlantic City, at 5 per cent.....	\$12,000 00	
Bond and Mortgage on Olivet Presbyterian Church, Atlantic City, at 5 per cent.....	2,000 00	
Bonds of School District, Atlantic City, 3½ per cent .....	25,000 00	
Bond and mortgage, Catherine H. Scholl, Jersey City, 5 per cent.....	4,500 00	
Bond and mortgage, Arvine H. Phillips, Long Port, Atlantic county. 5 per cent.....	10,000 00	
Balance in bank.....	6 67	
	<hr/>	\$53,506 67
		<hr/>
		\$62,852 89

Of the above balance the following amounts are drawing interest at three per cent.:

National State Bank, Camden, N. J.....	\$1,973 74
Camden Safe Deposit & Trust Co.....	2,091 33
Security Savings Bank, Newark, N. J.....	25 24
	<hr/>
	\$4,090 31

During the past year there has been a gain of two hundred and seventy-eight members.

I would also call your attention to the fact that we are holding checks from Jersey City to the amount of \$1,494.85, on account of dues from September to March, 1902, which we are unable to deposit owing to the amount being \$108.74 short. This city also owes for dues for the months April, May, June, July and August, for which we have received no checks. This leaves no credit to the Jersey City members for the year 1901-02, which, if in, should increase the fund to the amount of about \$3,000.

(Signed), FRANK O. BRIGGS,  
*Treasurer.*



NOTE.—At the time the above statement was compiled Jersey City owed dues amounting to \$3,050.60, and there was in bank, in various places, \$748.70, proceeds of different enterprises, against which there were unpaid annuities and other claims amounting to \$423.64, so that the actual assets of the Fund, July 1st, in cash and interest-bearing securities, were \$66,228.55.

#### MEMBERSHIP.

To June 30th, 443 notifications from teachers, (among them, three Superintendents) wishing to join the Fund had been filed with the Secretary, but, through failure of Boards of Education to deduct and forward to the State Treasurer the monthly percentage required by the law, or, perhaps, from other causes, only 278 Certificates of Membership were issued. The Secretary has sent a circular letter containing full instructions and official forms for remittance to every District Clerk in the State, and is now in correspondence with every applicant for membership whose first dues have not reached the Treasurer. This will doubtless soon result in placing all applicants on the list of contributing members. The registered list of members is now 3,206.

Natural causes, such as marriages, deaths, removals from the State, etc., operate constantly to deplete the membership. The law, however, does not permit teachers to withdraw from the Fund except by the permanent resignation of their positions as teachers in New Jersey.

#### DEAD AND DELINQUENT ACCOUNTS.

There are also upon the Treasurer's books "dead" and "delinquent" accounts. Some members have died, some have legally resigned, and others have dropped out as contributors by removal from one school district to another and neglecting to notify their new Board of Education that they are members of the Teachers' Retirement Fund as required by Section 227 of the School Law. Such accounts are being looked up, and as far as possible, "delinquents" will be restored to the roll of paying members, while "dead" accounts will be stricken from the membership list.

The fluctuations in membership from various causes may be seen by the following: Membership June 11th, 1896, 2,510; Febr

11th, 1898, 2,073 (loss of 437); June 1st, 1898, 2,231 (gain of 158); April 18th, 1899, 2,357 (gain of 126); June 30th, 1899, 2,378 (gain of 21); June 30th, 1900, 2,622 (gain of 244); June 30th, 1901, 2,763 (gain of 141); June 30th, 1902, 3,206 (gain of 443).

#### PERCENTAGE OF MEMBERS IN THE VARIOUS COUNTIES.

The percentage of the total number of teachers in the several counties who were members of the Fund July 1st, 1902, ranks in the following order: Hudson, 77; Mercer, 61; Union, 47; Gloucester, 42; Camden, 42; Passaic, 41; Cumberland, 40; Essex 36; Salem, 35; Middlesex, 32; Burlington 31; Warren, 24; Hunterdon, 23; Morris, 22; Somerset, 21; Sussex, 20; Monmouth, 18; Cape May, 17; Ocean, 13; Bergen, 12; Atlantic, 8. At the close of the school year, 1901-1902, forty and three-tenths per cent. (3,206) of New Jersey's 7,944 teachers were members of the Retirement Fund.

#### ANNUITIES.

Annuities are half pay—minimum \$250, maximum \$600—conditional upon a service of at least twenty years in the public or private schools of New Jersey coupled with mental or physical incapacity to earn a sufficient livelihood and the prepayment into the Fund of the necessary dues. The fact of disability must be established by the testimony of, at least, two reputable physicians.

Annuities are paid quarterly on the last days of September, December, March and June, and date from the first day of the quarter succeeding the date on which the annuity is declared. One per cent. is reserved for the Fund from each annuity payment.

While the decision of the Board of Trustees upon any application for annuity shall conclusively determine the right of the applicant thereto, the action of the Board, in granting or in deferring or withholding the annuity at a stated meeting, must, unavoidably, be subject to a number of conditions beyond the mere discretion of the Board, and independent of the questions of eligibility on the part of the applicant. The income of a Fund sustained by the contributions of a voluntary and constantly variable membership and by the voluntary efforts of members, is by no means assured. The friends of the Fund are striving through all proper means to increase the in-

come of the Fund and in accordance with the measure of their success will additional annuities be granted. To defer a decision is not to reject the application.

Some applications, however, have come before the Board that are sad and perplexing. They are from teachers of long service dismissed by their Board of Education as "incapacitated"—both Superintendent and the Clerk of the Board certifying that they were "because of permanent physical disability incapacitated" to further pursue the vocation of teacher. On the other hand, they are pronounced by reputable medical authority as quite "able to continue to earn a livelihood by teaching." Whose evidence is to be accepted? Deprived of opportunity to pursue their legitimate occupation at a time of life when it is impossible for them to compete with younger aspirants for employment in any field of labor; without means, but ineligible to the benefits of the Retirement Fund Law, their case is pitiful indeed.

#### ANNUITANTS.

Ten names were added to the list of annuitants during the year ending June 30th, 1902, making fifty-two the number of teachers retired on annuity since the organization of the Fund to the close of the fiscal year, 1901-1902. This number has been diminished by the decease of ten annuitants, three of whom have passed away since the issue of the last report. They are Miss Helen F. Hall, of Shiloh, Cumberland county, who died January 26th, 1902; Miss Mary G. Lindsley, of Morristown, who died May 12th, 1902; and Miss Sarah Rankinback, of New Brunswick, who died June 4th, 1902, just before her first quarter's annuity was due.

The total annuities granted to July 1st, 1902, was \$15,892.25 per annum, averaging \$305.62. The death of ten beneficiaries left in force at the close of the last fiscal year 42 annuities amounting to \$13,028.50, and averaging \$310.20.

#### ANNUITY RECORD TO JULY 1, 1902.

The following table gives a list of those who have been retired on annuity, with the date of their retirement, their length of service in New Jersey, their average salary at time of retirement, the amount of annuity, and the total of their annuity payment to July 1st, 1902:

## TEACHERS' RETIREMENT FUND.

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NAME.	Length of Service in N. J.	Average Salary of Last Five Years.	Annuity.	Date of Retirement.	Amount Received from Fund to June 30, 1902.
h P. Leighton, ker, Morris Co.....	58 years	\$312 00	\$250 00	Dec. 3, 1897	\$1,134 29
ra Walker, nge, Essex Co.....	36 years	450 00	250 00	Dec. 3, 1897	1,134 29
M. Munn, itclair, Essex Co.....	37 years	750 00	375 00	Dec. 3, 1897	1,701 53
b Moench, lstadt, Bergen Co.....	29 years	450 00	250 00	Dec. 3, 1897	95 13
n F. Hall, loh, Cumberland Co.....	24 years	353 00	250 00	Dec. 3, 1897	948 88
e Hancock, vark, Essex Co.....	40 years	1,000 00	500 00	Jan. 7, 1898	2,103 73
e Brigham, sey City, Hudson Co.....	39 years	1,020 00	510 00	Jan. 7, 1898	2,145 74
gene L. Colvin.....	24½ yrs	624 00	312 00	May 13, 1898	866 58
sey City, Hudson Co.....	25 years	375 00	268 50	Nov. 5, 1898	930 30
i J Reynolds, erson, Passaic Co.....	42 years	258 00	250 00	Nov. 5, 1898	866 18
. Bonham, rryville, Hunterdon Co.....	37 years	650 00	325 00	Nov. 5, 1898	1,126 16
Helen S. Donkersley, erson, Passaic Co.....	40 years	351 00	250 00	Feb. 4, 1899	804 31
ier Snover, lwater Sussex Co.....	29 years	375 00	250 00	Feb. 4, 1899	223 91
a Marshall, lville, Cumberland Co.....	26 years	800 00	400 00	Mar. 3, 1899	1,287 00
se Chedister, ark, Essex Co.....	45 years	750 00	375 00	Mar. 22, 1899	1,206 54
e T. Brown, nden, Camden Co.....	44 years	750 00	375 00	Mar. 22, 1899	1,206 54
ennie Wood, nden, Camden Co.....	20 years	600 00	300 00	Mar. 22, 1899	470 25
es Corkery, ked River, Ocean Co.....	31½ yrs	500 00	250 00	Mar. 22, 1899	804 31
le Hutchinson, nton, Mercer Co.....	29 years	500 00	250 00	Dec. 26, 1899	618 70
e M. Atkinson, erson, Passaic Co.....	28 years	630 00	315 00	Dec. 26, 1899	779 60
E. Jennie Wortman, erty Corner, Bergen Co.....	48 years	321 00	250 00	Dec. 26, 1899	618 70
Harriet J. Strang, hwood, Gloucester Co.....	30 years	450 00	250 00	Dec. 26, 1899	618 70
. R. Burr, Holly, Burlington Co.....	25 years	350 00	250 00	Dec. 26, 1899	247 48
tle F. Hoffman, insgrove, Salem Co.....	41 years	550 00	275 00	Dec. 26, 1899	680 61
antha Wheeler, omfield, Essex Co.....	20 years	389 60	250 00	Dec. 26, 1899	164 86
omfield, Essex Co.....	40 years	440 00	250 00	Mar. 26, 1900	556 83
Hannah A. Collins, e May Court House, Cape May Co. ....	37 years	500 00	250 00	Mar. 26, 1900	556 83
Hazard, away, Union Co.....	24 years	708 50	354 25	April 14, 1900	185 09
t F. Wright, nton, Mercer Co.....	34 years	450 00	250 00	June 23, 1900	494 96
ly S. Sayre odstown, Salem Co.....	20 years	291 60	250 00	June 23, 1900	494 96
iah Oven, nge, Essex Co.....	34 years	750 00	375 00	Sept. 14, 1900	649 67
Mary S. Bond, goes, Hunterdon Co.....					
e B. Runyon infield, Union Co.....					

NAME.	Length of Service in N. J.	Average Salary of Last Five Years.	Annulty.	Date of Retirement.	Amount Received from Fund to 1902.
Esther J. Crosby, Newark, Essex Co.....	38 years	1,000 00	500 00	Oct. 12, 1900	74 2 50
Sarah R. Bowne, Princeton, Mercer Co.....	38 years	590 00	295 00	Oct. 12, 1900	43 3 06
*Mary G. Lindsley, Morristown, Morris Co.....	22 years	570 00	287 50	Oct. 12, 1900	38 3 13
Laura C. Delano, Newark, Essex Co.....	36 years	650 00	325 00	Jan. 4, 1901	40 2 20
Kate G. Focer, Glassboro, Gloucester Co.....	30 years	450 00	250 00	Jan. 4, 1901	30 9 35
Nathaniel Kiser, Brookside, Morris Co.....	39 years	329 00	250 00	Jan. 4, 1901	30 9 35
Helen Bamber, Camden, Camden Co.....	29 years	500 00	250 00	Mar. 1, 1901	30 9 35
Ellen Smith, New Brunswick, Middlesex Co....	35 years	500 00	250 00	Mar. 1, 1901	30 9 35
Harriet E. Smith, New Brunswick, Middlesex Co....	40 years	500 00	250 00	May 10, 1901	24 7 48
Helen E. Tift, Hoboken, Hudson Co.....	35 years	840 00	420 00	May 10, 1901	41 5 80
Alice E. Johnson, Newark, Essex Co.....	27 years	800 00	400 00	May 10, 1901	39 6 00
Jane E. Johnson, Newark, Essex Co.....	21 years	1,300 00	600 00	Sept. 20, 1901	44 5 50
Mrs. Orrell F. Elwell, Trenton, Mercer Co.....	24 years	500 00	250 00	Sept. 20, 1901	18 5 61
Mrs. Hattie Lindaberry, Anthony, Hunterdon Co.....	25 years	303 90	250 00	Dec. 20, 1901	12 74
Noah E. Jeffery, Bayhead, Ocean Co.....	28 years	396 00	250 00	Dec. 20, 1901	12 74
Ellen Couenhoven, Passaic, Passaic Co.....	25 years	640 00	320 00	Dec. 20, 1901	15 3 40
**Sarah Rankinback, New Brunswick, Middlesex Co....	37 years	720 00	360 00	April 4, 1902	.....
Kate F. Hubbard, Bloomfield, Essex Co.....	29 years	550 00	275 00	April 4, 1902	6 06
Minnie Whitehead, Rahway, Union Co.....	22 years	500 00	250 00	April 4, 1902	61 57
†Mrs. Jennie L. Morris, Long Branch, Monmouth Co.....	24 years	600 00	300 00	May 30, 1902	.....
†Emma L. Hodgkins, Boonton, Morris Co.....	20 years	500 00	250 00	May 30, 1902	.....
Totals .....	1,661 years	\$29,437 60	\$15,892 25	.....	\$31,157 15
Averages .....	32 years	\$566 11	\$305 62		

\*Deceased.  
\*\*Died before first payment was due.  
†Annulty dates from July 1, 1902.

## APPLICATIONS FOR RETIREMENT.

The following applications for retirement have been presented, await the action of the Board:

Marion Richardson, Newark Essex County.....	\$325 00
Harriet E. Ball, Newark, Essex County.....	325 00
Margaret A. Rasch, Newark Essex County.....	325 00
Emma A. Issler, Newark, Essex County.....	355 00
Eunice A. McLeod, Newark, Essex County.....	446 00
Mary E. Ward, Newark, Essex County.....	500 00
Marietta Righter, Newark, Essex County.....	325 00
M. Adelaide Healy, Newark, Essex County.....	325 00
Martha L. Gould, Orange, Essex County.....	257 00
R. Anna Baird, Bloomfield, Essex County.....	275 00
Jane Eliza Baird, Bloomfield, Essex County.....	275 50
Edith E. Hulin, Bloomfield, Essex County.....	275 00
Mary V. L. Hageman, Franklin Park, Middlesex County	250 00
Rebecca T. Allen, Cranbury, Middlesex County.....	250 00
William Dougherty, Camden, Camden County.....	500 00
Priscilla H. Redfield, Gloucester City.....	350 00
Phraim Shadinger, Montoloking, Ocean County.....	250 00
P. K. Hendrickson, Jackson's Mills, Ocean County.....	250 00
Lehemiah Reese Whitaker, Marlton, Burlington County..	250 00
Samuel D. Quigg, Delanco, Burlington County.....	250 00
Peter M. Mechling, Pittstown, Hunterdon County.....	250 00
Emily A. Davis, Lambertville, Hunterdon County.....	250 00
Samford S. White, Andover, Sussex County.....	250 00
Emma Johnson, Jersey City, Hudson County.....	406 00
Florence M. Coppinger, Jersey City, Hudson County....	326 40
	<hr/>
	\$7,890.90

## STATISTICS OF FUND TO JUNE 30TH, 1902.

The following table shows, by counties, the number of teachers State of New Jersey (report of 1902), the Fund membership, age of membership, the number of teachers who have been in the several counties since the organization of the Fund, amount paid in annuities to the various counties; with the amount applied for from each county, under consideration by the Board of Trustees June 30th, 1902:

## SCHOOL REPORT.

COUNTY.	Number of Teachers in New Jersey, Report of 1902.	Membership in Retirement Fund, June 30, 1902.	Percentage of Teachers who were Members of Fund June 30, 1902.	Number of Teachers Retired to June 30, 1902.	Amount Received by Retired Teachers to June 30, 1902.	Applications for Annuities, Pending June 30, 1902.	Amount of Applications for Annuity Pending June 30, 1902.
Atlantic .....	304	17	08	0	.....	.....	.....
Bergen .....	323	46	12	12	\$874 73	.....	.....
Burlington .....	246	77	31	1	618 70	3	\$500 00
Camden .....	400	191	42	39	2,722 43	2	850 00
Cape May .....	79	11	14	1	164 88	.....	.....
Cumberland .....	225	90	40	2	1,172 79	.....	.....
Essex .....	1,589	570	36	11	9,456 38	12	4,068 50
Gloucester .....	163	70	43	2	928 05	.....	.....
Hudson .....	1,853	1,047	77	3	3,428 12	2	722 40
Hunterdon .....	162	37	23	3	1,484 83	2	500 00
Mercer .....	229	206	61	4	1,984 81	.....	.....
Middlesex .....	305	96	32	3	.....	2	500 00
Monmouth .....	387	71	18	1	.....	.....	.....
Morris .....	271	59	22	4	1,831 77	.....	.....
Ocean .....	122	16	13	2	582 99	2	500 00
Passaic .....	664	274	41	4	2,823 56	.....	.....
Salem .....	127	46	33	2	432 57	.....	.....
Somerset .....	155	33	21	0	.....	.....	.....
Sussex .....	141	29	20	1	804 31	1	250 00
Union .....	371	176	47	2	1,263 37	.....	.....
Warren .....	199	45	24	0	.....	.....	.....
Totals .....	7,944	3,206	40 3-10	52	\$31,167 18	25	\$7,800 00

## DEATH OF GEORGE B. SWAIN.

In December 1901, occurred the death of Hon. George B. Swain, Treasurer of the State of New Jersey, and *ex-officio* Treasurer of the Teachers' Retirement Fund. Mr. Swain had been Treasurer of the Fund since its organization. Much of the success of the enterprise is due to the perfect system of collection and disbursement inaugurated by Mr. Swain.

## OFFICERS AND TRUSTEES OF THE TEACHERS' RETIREMENT FUND.

## Officers.

President .....	CHARLES J. BAXTER.
State Superintendent of Public Instruction.	
Treasurer .....	FRANK O. BRIGGS.
Treasurer of the State of New Jersey.	
Secretary .....	ELIZABETH A. ALLEN.

*Trustees.*

CHARLES J. BAXTER .....  
OTTO CROUSE .....Member of State Board of Education.  
SILAS R. MORSE .....Member of State Board of Education.  
CHARLES E. SURDAM.....Member of State Board of Education.  
ELIZABETH A. ALLEN..Elected by N. J. State Teachers' Association.  
GEORGIA B. CRATER....Elected by N. J. State Teachers' Association.  
THOMAS M. WHITE....Elected by N. J. State Teachers' Association.

Respectfully submitted,

ELIZABETH A. ALLEN,  
*Secretary.*





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**REPORT**  
**OF**  
**Supervising Architect**  
**1901-1902.**

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# Supervising Architect's Report.

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STATE OF NEW JERSEY,  
STATE BOARD OF EDUCATION.

HERMAN KREITLER,  
Supervising Architect of School Building Plans.

. *Charles J. Baxter, State Superintendent:*

DEAR SIR.—Herewith I respectfully submit my annual report  
Supervising Architect of School Building Plans.

From December 12th, 1901, to date the plans for fifty-four (54)  
school buildings or extensions to school buildings were submit-  
to me for criticism and approval. The buildings are located  
throughout the State as follows, viz.:

Belleville (Silver Lake).

Bridgeton.

Cape May Court House.

Cedar Grove.                      ..

Cliffside Park.

Cranford.

Deerfield (Cumberland Co.), two buildings.

Delanco.

East Orange.

East Rutherford.

Elizabeth.

Englewood Cliffs Borough.

Etna, Washington Township.

Fairview.

Garfield.

Hawthorne.

Helmetta.

Hoboken.

Idlewood.

Little Ferry.

Long Branch (three buildings).

Maplewood (South Orange).  
Merchantville.  
Middle Township.  
Monmouth Junction.  
Mount Ephriam.  
Newark—Bergen St. School, Eighth Ward School Roseville  
Ave. School, Thirteenth Ave. School.  
Newbold (West Deptford).  
New Orange (Cranford).  
North Bergen.  
Orange.  
Passaic.  
Perth Amboy.  
Pleasantville.  
Pompton.  
Ramsey.  
Raritan Township.  
Ridgefield Park.  
Rockaway.  
Roselle.  
Sea Side Park.  
Sicklertown.  
Springfield.  
Tennent.  
Trenton.  
Town of Union.  
Vernon.  
Verona.

A number of plans submitted, prepared by architects that had given attention to the requirements of the school building law, were correct in all respects, but the greater number of plans received were deficient in the arrangements for light and ventilation.

Generally a commendable willingness was manifested to comply with the suggestions made to rectify errors; in a few cases, however, Boards of Education have shown opposition to the adoption of the suggestions.

The legal requirements relating to school buildings are surely reasonable and in accordance with modern ideas of construction and sanitation.

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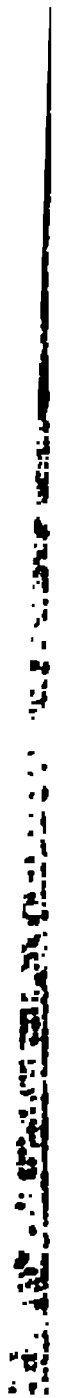
**REPORT**  
**OF THE**  
**New Jersey School for the Deaf.**  
**1901-1902.**

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**JOHN P. WALKER, Superintendent.**

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**(285)**



# New Jersey School for the Deaf.

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NEW JERSEY SCHOOL FOR THE DEAF.  
JOHN P. WALKER, SUPT.

*to the State Board of Education:*

GENTLEMEN.—In pursuance of the statute providing for the same, I have the honor to submit herewith my report for the year ending October 31st, 1902.

It has been a year of progression upon all intellectual lines, one of excellent health, one of marked improvement in the condition of grounds and buildings, and one fraught in every way with encouragement to our work. Each successive year in the school's history proves more conclusively than its predecessor the wisdom of the assumption by our State of the education of its deaf children. While their nurture and instruction in neighboring states was always good, their work was done at an inconvenient distance from their homes, apart from the observant care of their own State Board, and under circumstances that militated against the pecuniary interests of the Commonwealth of which they were residents. It is the bounden duty of a State to educate *all* its children. To except the deaf is to make an invidious distinction for which there is no possible excuse.

The single drawback to the best conduct of our work has been the absence of properly arranged buildings for the purpose; every season continues to exist for the furnishing of accommodations especially adapted to the education of deaf children. The lack of these has been largely compensated for, to be sure, by the excellent care that has been given those already in use. They have received especial attention during the past summer, and it is safe to say that never since they were taken for their present purposes were they in such good condition and yet the fact exists that the work is being done in them at many disadvantages.

The first Institution for the Deaf in our country was established now nearly one hundred years ago. It was not until three-quarters



of a century afterwards, that our own school came into existence; once established, however, its progress has been rapid and to-day it holds an honored place among its sister schools and is doing a work second to none. It labors, however, under the disabilities of lack of space, inconvenient arrangement, imperfect ventilation, and the especial adaptation so necessary in an educational institution of the kind. The finances of the State would probably never better permit of the erection of new buildings than at the present time, and I would most respectfully urge that provision at once be made that will fully meet the growing demands of the children of the State who are bereft of their hearing.

#### INTELLECTUAL DEPARTMENT.

The primary aim of our school is, of course, the intellectual development of the child. For this development they are dependent almost wholly upon their school. The speaking child gets its education from the conversation of those about it; from the lectures it hears; from the songs that are sung to it, and the voices of nature all around it, from a thousand and one sources inaccessible to the deaf child and, the school room is only one of many Pierian springs. The school is, to the deaf child, for many years, the whole pabulum for the mind. How important it is, therefore, that arrangements should be such as to permit the best possible use to be made of the brief time they are with us.

It is a matter greatly to be deplored that there should be any deaf children in our State who should not have the benefit of an education. The census of a middle western State discloses that there are some thirty deaf men and women in the poor houses, asylums and prisons of the State, not one of whom ever attended the State school for the deaf, and that out of all the graduates of the school not one is to-day a public charge. There could be no more ample proof of the benefits conferred upon both child and State by the school. It is a fact that there are in our State to-day a number of deaf children who are growing up in ignorance. This is due in some instances to the circumstance that parents are not aware of the existence of a school for them; in others to their o'er weening love. There should be a remedy in both cases. It would seem to be the bounden duty of the State to, first furnish adequate facilities. Second, to see that every parent knows of the existence of the school and of the benefits con-

d by it, and third that every child is placed under instruc-

If the parents' lack of judgment would consign the child to  
ance, poverty and perhaps criminality, assuredly then it is time  
the State to step in. A scarce less grave mistake than the one of  
making advantage of the opportunity to get an education at all, is  
one of coming to school for a brief term or two and then leaving  
to return no more. A statutory enactment making it obligatory upon  
parents to send their deaf child to school for at least eight full  
years, would appear to be a needed remedy for the condition.

Class room instruction has been conducted on much the same  
basis as during the preceding year, with however, still greater at-  
tention to the speech of our pupils. A celebrated aurist not longer  
than 1896 says in opening his work upon Deaf-Mutism, that "in  
every young a high degree of deafness makes the acquisition of  
speech impossible." The years that have elapsed since he made this  
statement have brought him every proof of its incorrectness and the  
beginning of the twentieth century finds the schools for the deaf in our  
country with long lists of pupils born deaf, who can speak well and un-  
derstand in large measure the speech of those around them. In-  
deed it has been shown that when time and well directed effort is  
devoted upon it, almost any child may obtain an amount of speech  
which will be of the greatest value to it in the affairs of life. Knowing  
this to be a fact we are devoting more attention than ever before to  
instruction in speech and speech reading, with results that are most en-  
couraging. The closing exercises of the year conducted largely in  
this line were of a character to confirm us in the belief that almost  
every child that comes to us may learn to communicate at least in part  
in spoken language.

There has been daily instruction upon the general principles of  
morality and religion. Religion is the foundation of all human life.  
The foundation of religion rests all our work, all our activity,  
and it is therefore evident that education, that is the preparation  
for life and activity, must be founded on religion. Truth,  
justice, honesty, decorum, justice, purity and the rest of those  
virtues which are the basis of all religion, have been carefully in-  
culcated. Aside from these, the child has been encouraged to attend  
services of the church of which his parents were members, or  
such church as parents should specify. Absolutely nothing de-  
nominational or sectarian is at any time taught.

A course in what we may call Nature Study has been added to the curriculum of the school, during the year, experimental as yet and not thoroughly systematized but already so prolific of good as to seem to warrant assignment to regular hours and followed with the same systematic care as is given to the other branches of study that are pursued with us. The lessons thus far have been given in the guise of a visit to the State fair a half day in the chestnut woods, a skating carnival, a few hours with the animals at the zoo or in some such way, but at such times there have been given them in attractive conversational form bits of simple botany, geology and zoology, and a variety of other information that could scarce have been obtained in any other way. Beside these the judgment and reasoning have been under constant cultivation, and a greater love and reverence for the All-Wise given, as they have looked "through nature up to nature's God."

In the neighborhood of two hundred volumes have been added to the Library since my last report and we have now almost reached the 3,000 mark. These vary from the simplest story in one syllable to the finest literature extant and are suited to every taste and every degree of intellectual growth. There is, without books a certain amount of loneliness in the life of the deaf. With a library and a love for books this is at once dissipated and there is brought to them the companionship of Shakespeare, of Irving, of Dickens, of Scott, of Tennyson, of Longfellow, of Huxley, of Tyndall, of Fiske; of the great and the good of every age and every clime, and there can be isolation no more. Among the most valuable adjuncts of a school for the deaf nothing could hold a more honored place than the niche that echoes with these voices of all time, voices that speak an Ephphatha even to the congenitally and totally deaf.

Contributions from parents, heretofore ample to furnish munificent supplies of papers magazines, periodicals and books have during the past year become sufficient to enable us to add to the furnishing of our main building a number of artistic engravings and etchings. They have been selected with great care by a committee appointed for the purpose and the effect has been to beautify and render attractive to a marked degree our halls, chapel and sitting rooms.

#### INDUSTRIAL TRAINING.

The many obstacles to be overcome in giving the deaf child a

cile use of language, a knowledge of the principles of arithmetic, of the facts of history and a good general education, render the acquisition extremely difficult, and it is with not a little discouragement that we often contemplate our work after years of careful training. Not with the Industrial training. The child has an innate love for it, and turns to its "case," its saw and plane, its awl and last its chemicals and half-tone plates, or its needle and thread with a zest that is altogether encouraging, and, almost universally it masters their use in an incredibly brief space of time. Indeed one of the great drawbacks in our intellectual work has been the speedy acquisition by the child of its trade and its finding remunerative work and leaving its studies long before it has attained the intellectual advancement absolutely required by the demands of work-a-day life.

It is true that our children do not always follow the trade they have learned with us. We some times find the graduate of our good-working department making a living as a farmer, our shoemaker engaged in some manufactory of goods other than shoes, or a printer engaged in some work quite foreign to the trade learned with us. In such a case it does not follow by any means that the time devoted to the work has been wasted. On the contrary the principles of the work, the idea of work-hours and a "boss," the habits of industry formed, the cultivation of the eye and hand, have fitted them largely for any trade and the transition from the one actually learned to the one apparently quite different is after all easy.

The work of the industrial department has been fully up to past standards and, wherever possible improved. In the Printing Department the fonts have all been removed and completed, the paraphernalia and requisites have been added to, the presses put in perfect working order, and the success of the boys leaving at the end of the term in obtaining employment, attest to the efficiency of the instruction given there. The half-tone work has been gradually improved and the cuts in our little paper and report are, almost without exception, now the work of the department.

The good-working machinery, the gift of Mr. D. F. Walker of Philadelphia, was thoroughly inspected by that gentleman in September, and the suggestions for increasing its efficiency made by him were carried out; so that its work is now of the very best. There has been a re-arrangement of the benches and a re-classification of the scholars, a complete overhauling of outfits, and a vertical storage

of the timber, all of which have conduced to the facility with which work is done and instruction carried on.

The same attention in detail has been given to the instruction in shoemaking, plain sewing dressmaking, millinery and embroidery, and the trade work, in every branch, has been regarded as of equal importance with the intellectual work and has received the same painstaking effort and attention. As a gratifying evidence of our success in our trades-department I may cite the circumstance that at the Charleston Fair our exhibition was awarded the gold medal.

When the finances of the school will admit, I would recommend that a good machine for the sewing on of soles be introduced into the shoemaking department, and that a linotype be added to the printing outfit. Many of our pupils turn to the handling of machinery of one kind or another after leaving us and in learning the use of one with us they would get the general thought of the caring for one, and be made aware of the constant vigilance that is the price of immunity from injury by it.

#### PHYSICAL TRAINING.

During the year growing attention has been given to out-of-door recreations, the gymnasium work being abandoned frequently during good weather for a game of ball a cross-country run, a walk into the suburbs or some such diversion. Basket ball has continued to be a great favorite, and although an average of two games per week were played during the whole Winter season, not a single accident or injury worthy of mention occurred. From the early Fall until late in the Spring, two lessons per week were given each pupil in the gymnasium, and these in addition to the recreation hours when the doors were thrown open, alternately to the boys and girls. The splendid results of their training are observable everywhere, and the annual measurements of the children show growth and improvement far beyond that of children not under systematic gymnaststic instruction.

The gymnasium has been improved by the addition of new spring boards, parallel bars, new Indian clubs, and by a number of minor additions, and all of the paraphernalia has been put in the best possible condition.

## HEALTH OF CHILDREN.

The health of the school which had been so remarkable during two preceding years, was interrupted during the past winter by demics of both measles and whooping-cough, there having been during the month of December some twenty-three cases of the former, and in the spring and early summer fifteen patients with the latter. There were a number of severe cases of each, but all readily yielded to treatment, and good nursing, and the recovery in every case was rapid and complete. The ventilation, food, and everything bearing upon the health of the child has been watched with the most extreme care, and first symptoms given immediate attention, so that every safeguard has been thrown around life and limb. Our meats, bread milk, and provision of every description are selected with the greatest care, and the table supplies, while without unnecessary pastries or rich desserts have been of the purest, best and most nutritious, and a full half hour for each meal under the constant observance that it be partaken of deliberately and decorously, has insured the best and most hygienic conditions there.

## IMPROVEMENTS.

In buildings so old the wear and tear is necessarily very great, and the past year has in this been no exception to its predecessors. The provision, however, has been sufficient to meet every demand, and the result is buildings and grounds in most excellent condition. The roadways which have so long needed attention have been thoroughly macadamized, and are clean, hard and smooth, constituting most excellent walks as well as facilitating in every way the travel of the teams delivering baggage and freight and bringing necessary supplies.

In addition to these there has been laid a fine asphalt walk from the main building to the industrial department, insuring the children against wet feet in going from one hall to the other during inclement weather. All needed painting has been done, and the flooring which in places had become very much worn has been put in perfect condition.

## PERSONNEL.

A single change in the personnel of our school has occurred

during the year. Mr. Borden who, for two years, held the position of instructor in wood-working, was called to the wider field of the Philadelphia public school system, and the vacancy created by his resignation was filled by the appointment of Mr. J. L. Johnson. Under Mr. Borden's efficient management the department has advanced to a foremost rank. His successor, Mr. Johnson, has had eight years of practical experience as a carpenter and builder, three years as supervisor and tutor in the school at Mount Airy, and one year as instructor in wood-working in a western school. He brings to the position every ability necessary to its future success.

ATTENDANCE.

There have been enrolled with us as pupils, 144 children, a number slightly in excess of that of the previous year. They have been of almost every nationality, have come from every station in life, and, as will be observed from the following table have represented every section of the State :

Atlantic, .....	5
Bergen, .....	4
Burlington, .....	5
Cape May, .....	2
Camden, .....	7
Cumberland, .....	5
Essex, .....	26
Gloucester, .....	3
Hudson, .....	24
Hunterdon, .....	2
Mercer, .....	16
Middlesex, .....	7
Monmouth, .....	6
Morris, .....	6
Ocean, .....	2
Passaic, .....	12
Salem, .....	1
Sussex, .....	1
Somerset, .....	2
Union, .....	4
Warren, .....	4

With this attendance the full capacity of the school has been reached and any increase in it will require increased accommodations.





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**Forty-eighth Annual Report**

**OF THE**

**State Normal and Model Schools**

**AND**

**FARNUM PREPARATORY SCHOOL**

**For the Year Ending June 30th, 1901.**

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**JAMES M. GREEN, Ph.D., Principal.**

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# Principal's Report.

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*To the State Board of Education of the State of New Jersey:*

GENTLEMEN.—I herewith submit the forty-eighth annual report of the New Jersey State Normal School, with its auxiliaries, the Model and the Farnum Preparatory Schools, for the school year ending June 30th, 1902:

## TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School, for the year ending August 31st, 1902:

### Receipts.

To Balance from old account.....	\$101 54
To Cash from State Treasurer.....	48,000 00
To Cash from tuition in Model School.....	19,671 52
To Cash from tuition in Music.....	2,014 20
To Cash from use of books.....	2,239 37
To Cash advanced from boarding halls.....	800 37
	<hr/>
	\$72,854 20

### Disbursements.

Advertising .....	\$20 00
Apparatus .....	526 02
Books and stationery.....	2,671 84
Buildings, grounds and furniture.....	933 99
Express and postage .....	386 96
Fuel .....	2,237 69
Gas and electric light.....	185 10
Incidentals .....	893 23
Motor service .....	1,000 00
Pianos .....	72 45
Rent .....	260 00
Salaries .....	61,040 23
Telegraph and telephone.....	151 61

Teaching instrumental music.....	2,205 32
Water .....	267 76
	<hr/>
	\$72,854 20

Respectfully submitted,

J. BINGHAM WOODWARD,  
Treasurer.

TREASURER'S SUPPLEMENTARY REPORT.

Showing receipts and disbursements of the New Jersey State Normal School, from September 1st to October 31st, 1902:

Receipts.

From tuition .....	\$3,580 71
From tuition in music.....	9 50
From use of books.....	449 00
From temporary loans from boarding hall department.....	3,796 85
	<hr/>
	\$7,836 06

Disbursements.

Apparatus .....	123 20
Books and stationery .....	747 66
Buildings, grounds and furniture.....	319 98
Express and postage.....	103 60
Fuel .....	83 90
Gas and electric light.....	9 20
Incidentals .....	141 95
Motor service .....	100 00
Rent .....	65 00
Salaries .....	6,003 25
Telegraph and telephone .....	4 44
Water .....	133 88
	<hr/>
	\$7,836 06

TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls, for the year ending August 31, 1902:

STATE NORMAL AND MODEL SCHOOLS.

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Receipts.

balance from old account.....	\$5,922 42
cash received from board.....	62,200 85
cash received from all other sources.....	303 61
	<hr/>
	\$68,426 88

Disbursements.

ting, sprinkling and work on grounds.....	\$552 24
infectants .....	135 25
press, postage and stationery.....	41 14
el .....	2,104 91
niture .....	2,794 08
s and electric light.....	1,233 10
identals .....	357 18
urance .....	564 00
erest .....	675 00
ndry supplies .....	154 02
nos .....	285 90
visions .....	36,099 85
it .....	1,120 00
pairs and improvements.....	4,164 15
aries .....	11,554 16
egraph and telephone .....	36 00
ter .....	192 83
d on account of Umbleby property.....	5,000 00
vanced to Normal School.....	800 57
ount to balance.....	562 50
	<hr/>
	\$68,426 88

Respectfully submitted,  
J. BINGHAM WOODWARD,  
Treasurer.

TREASURER'S SUPPLEMENTARY REPORT.

Showing receipts and disbursements of the New Jersey State  
mal Boarding Halls, from September 1st to October 31st, 1902:

Receipts.

ance from old account.....	\$562 50
ceived from board.....	14,138 88
	<hr/>
	\$14,701 38

Disbursements.

Carting and work on grounds.....	\$121 75
Disinfectants .....	50 00
Fuel .....	83 90
Furniture .....	2,252 12
Gas and electric light.....	71 10
Incidentals .....	10 00
Provisions .....	2,771 74
Rent .....	165 00
Repairs and improvements .....	2,275 29
Salaries .....	2,399 07
Water .....	93 60
Temporary advance to Normal School.....	3,796 85
Amount to balance .....	610 96
	<hr/>
	\$14,701 38

Respectfully submitted,  
J. BINGHAM WOODWARD,

Audited and approved: Treasurer.  
GEORGE A. FREY,  
Chairman of Committee on Finance and Auditing.

PRINCIPAL'S REPORT.

(Extract from the School Law of New Jersey).

“A State Normal School shall be maintained for the purpose of training and educating persons in the science of education and art of teaching. The name and title of said school shall be ‘The New Jersey State Normal School.’ Tuition in said school shall be free.

“Each county shall be entitled to at least six times as many pupils in the School as it shall have representatives in the Legislature. In case any county shall not have the full number of pupils to which it shall be entitled, pupils may be admitted from other counties. Pupils when admitted shall sign a declaration that they intend to teach in the public schools of this State for at least two years immediately after being graduated, unless excused temporarily by the State Board of Education, and that if they do not so teach, they will refund to the State the cost of their education.

“The State Board of Education may maintain a Model School, under regular teachers, in which pupils of the Normal School shall have the opportunity to observe and practice approved methods of instruction and discipline.”

The academic year closing with June last may as a whole be classed among the most successful in the history of our schools.

The enrollment in both the Normal and Model and in the Far-num was slightly lower than that of the previous year, but the decrease was so slight that it should be regarded rather as an accident of attendance than as significant.

The decrease in the Normal School was due to the raising of the standard of admission, and affected the day-students from the near-by counties. The number of boarders was as large as at any time in the past, the boarding halls being filled.

The slight decrease in the Model enrollment was in the primary department. This may have been somewhat due to the fact that the residence portion of our city is moving West, and the distance to our school is great for very young children.

During the year we received 234 new students in the Normal school, 195 in September and 39 in February. Of the number received, 152 entered at once upon the strictly professional work of the two years' course, being graduates of high schools or offering the equivalent of a H. S. course, and 82 entered in the first or second term of the three years' course.

We were able to receive of the applicants all who were graduates of high schools or colleges, and all teachers of experience who applied according to the time specified in our rules.

We were unable to receive more than one-half of those who applied for admission to the three years' course, owing to the limited capacity of our boarding halls.

The boarding halls are not commensurate with the capacity of the school buildings. The latter will readily accommodate 550 Normal students and as many Model students, while the boarding halls proper will accommodate but about 375, and the houses we are renting, with the "Umpleby House," about 90, making about 460. The great majority of the students in the Model School and most of those in the Normal from the near-by counties, are and will always be day-students but the demand indicates that we should be able to accommodate about 500 boarders, and true economy—both in cost and arrangement of rooms—demands that we should be able to accommodate them in halls owned by the State rather than in rented houses. The ability to rent houses is uncertain; the rooms in the houses are not uniformly well adapted, and the necessary rental is a strain on our finances, especially in these high-priced times. The



report of the Treasurer shows that it has required exceedingly careful and almost parsimonious calculation in expenditure to avoid a deficit. It is very desirable to keep the price of board in our halls low, but if the present high prices on standard articles of consumption continue, we must either supply a lower grade of food, or raise the price of board, or be relieved of the payment of rentals. The last seems the wisest course.

Our schools have made their decided success of the year in the development of their courses of study and in the increased efficiency of these courses. The Farnum has raised its standard to a full four years' high school course. While the Model School has had a full four years' high school course for some time, the year was distinguished by ripe efficiency in work, and by the splendid spirit of the students. This latter was felt in the very "atmosphere" of the rooms, and especially manifested itself in the absence of all "horse play" during the commencement season.

The course of study in the Normal School was completely revised during the year. Previous to this revision it had been our plan to receive students on given certified conditions and adapting our work to those conditions to give a two or three years' course. This adaptation has seemed a necessary concession to the "adolescent" stage of our public school system.

Last year the time seemed opportune for a more rigid definition of the conditions of admission and a more definite description of the content of the courses.

Two conditions under the previous plan were troublesome, as follows :

The commissioned high schools have several courses that are the equivalents of each other. It would some times happen that a pupil would be graduated whose course had been such that she would come to us so lacking in some one of the essentials in teaching that we could not bring her up to standard in the time allotted to such subject in the two years' course. This was notably true in English, History, Drawing and Geography.

Again this plan did not allow sufficient opportunity for specialization.

The course of study was therefore revised on the following basis :

1st. The work was described in units, a number of which were required and a number elective.

2nd. If a student applied from a commissioned high school her certificate must cover a sufficient preparation to enable her to do the work of a given required unit in the specified time, or she must be rejected or conditioned.

3rd. The work of the three years' course was so described that when completed its graduate would have the equivalent in equipment that possessed by the graduate of the two years' course.

This reason was a great step in advance for our school, and the results thus far have been most beneficial in promoting a more finite understanding between the high schools and the Normal, and stimulating work in certain essential lines.

The *certificating system* which has been the subject of so much attention in our State certainly has some very great advantages, and if it is well managed will have fewer disadvantages than entrance examinations.

The system must, however, be well managed, and I do not see how this can be accomplished without a closer relation between the Normal School and the high schools. This closer relation might be aided by more frequent visitation, and possibly by a State High School Supervisor who would report on standards of work and subjects studied.

The Normal School needs no special preparation on the part of those who are to take its course. It only needs that they shall have done good work in the academic subjects, especially the common branches.

Students are too often weak in these branches; some times, because they have too long since laid them aside; some times, because their work in them has never been thorough in the essentials; for instance,

In English the work of the high schools is based on the "College Entrance Requirements." This subject matter is accepted by our school, but it very often happens that the High School graduates are deficient in the elementary studies, Grammar, Spelling and punctuation. Recently but a small proportion of the new students were able to spell correctly the names of the few works that they had read in the high schools. Many were deficient in the writing paragraphs.

In History the progress made in the high schools toward better work during the past few years, especially since the reports of the

"Committee of Ten," the New England Association of Colleges and Preparatory Schools, the Association of Colleges and Preparatory Schools for the Middle States and Maryland, and the American Historical Association has been certainly encouraging. The value of History is better understood,—its objects are more clearly defined than formerly, and the character of the teaching is improving in many places. Some things remain to be done. The small amount of time devoted to History is a serious matter, but it is by no means the most serious obstacle in the way of further progress. The greatest defect is that in the restricted fields which the students undertake to study they are not compelled to turn the narrative of their text and collateral reading into problems. Their powers of analysis and comparison and judgment are not sufficiently exercised. They acquire so little skill in handling books that they are unable to extract from those easily accessible the answers to the simplest problems in a reasonable length of time. Few of them can state briefly and clearly the relation of even the greatest characters of the world's history to the ages in which they lived. Nor can they discriminate between a hurried work of popularization and a scholarly work such as Green's History of the English People, or the excellent volumes of our own Parkman. The majority of the graduates can use a textbook fairly well. This is a good beginning, but it is only a beginning. If history is to add much to the student's comprehension of the world it cannot be through a bare narrative of deeds with names and dates. Events gain their significance from the causes and conditions which have made them possible, or from the consequences to which they give rise. Historic facts must be interpreted. They must be grouped intelligently. The teachers must insist that students think about what they read or hear rather than memorize it, even though it be true, and put in a form worthy to be remembered. The historical attitude of mind should be inculcated. It is far more important that students should gain an insight into the nature of history (a knowledge of the character of the subject matter) and a knowledge of how it should be studied than that they should cover any particular field of work.

In Geography the knowledge often consists of descriptions of unrelated facts. The pupil fails to see a relation between the location of features and the conditions which control this location. For instance, the general facts of the surface of North America may

be known, but the influence of these features upon rain-fall or commerce, or the situation and growth of a city, is not grasped.

Physical Geography is not correlated with political conditions, hence does not interpret the interaction of nature and man. The students should be taught to observe in nature river action, wasting of the land, soil, rocks, etc., and to interpret correctly the various kinds of maps, especially those most valuable maps published by our own State Geological Department.

Geography, when regarded as a living science, possesses great educational value, but when pursued as a mere book subject is of very limited value.

In Drawing, the work the students have done is frequently worth little. The work in this subject endorsed by the State is commonly known as Industrial Drawing, or that Drawing which enters into construction, fabric or clay designing, mechanical designing, illustration, etc. Pupils are frequently found who, while they claim to have taken a regular course in Drawing, are unable when looking at an object to see its limitations or shades, and who do not know the conventional forms sufficiently well to enable them to represent in different positions so simple an object as a cube, who are unable to draw a group of objects, such as a cube, a cylinder and an oblong, so that they will appear to rest upon the same plane, whose drawing of an ordinary flight of steps represents them as though they had been wrenched by an earthquake. Industrial knowledge is of such great importance that it should be reliable if taught at all.

I should like to repeat my recommendation of the past two years that the State establish a summer course at our Normal School. I do not mean by this the ordinary brief summer school course, but to continue the Normal School through the summer months, offering a term of ten weeks in which work could be taken that would count regularly on the Normal Course. This work should be so arranged that persons who are teaching in the public schools through the regular academic months could take it up, as well as those who are regularly in the Normal Course. This course should be experimental at the beginning. If it should prove as successful on our Atlantic Seaboard as it does in the Middle West, it will furnish an opportunity for many county teachers to get a Normal training who would otherwise be prevented from such training for financial reasons. The cost of the experiment would not exceed \$2,000 at most. We have had many requests for such an arrangement.

The Normal and Model departments sent a complete exhibit to the Charleston Exposition, the same that was sent to the Pan-American Exhibit at Buffalo. Our work was classified by itself at Charleston, and was honored by the awarding of a gold medal.

ATTENDANCE.

Normal.

	Males.	Females.	Total.
First quarter .....	45	522	567
Second quarter .....	43	513	556
Third quarter .....	45	512	557
Fourth quarter .....	44	501	545

Total number of students enrolled during the year, 620; males, 50; females, 570.

Model.

	Males.	Females.	Total.
First quarter .....	181	282	463
Second quarter .....	180	279	459
Third quarter .....	169	282	451
Fourth quarter .....	164	279	443

Total number of students enrolled during the year, 498; males, 191; females, 307. The average attendance per quarter was 455; males, 174; females, 281.

Farnum.

	Males.	Females.	Total.
First quarter .....	48	91	138
Second quarter .....	50	88	138
Third quarter .....	48	84	132
Fourth quarter .....	41	83	134

Total number of students enrolled during the year, 146; males, 51; females, 95.

The Normal enrollment is less than that of last year by 25. The Model enrollment is less than that of last year by 38, and the average attendance is 39 less than that of last year. The enrollment in the Farnum is one less than that of last year, making the total enrollment 1,264, or 64 less than last year.

GRADUATES.

The number of students graduated from the Normal School during the year was 219, of whom 25 were males.

The average monthly salary received by the class is \$43.17, being \$1.23 more than that received by the class of last year, and be-

ing the largest average salary received by any beginning class in the history of the school.

The class of 1901 have raised their average salary from \$41.94 to \$44.58.

The following table will be of interest, showing our representation in the different counties, according to the State Superintendent's report :

	Number in Normal.	No. of graduates of N. J. State Normal Employed.	No. of State Normal graduates Employed, including those from other states.	No. of Graduates of 1902 Employed.
Atlantic .....	12	54	109	7
Bergen .....	27	203	250	38
Burlington .....	51	47	87	8
Camden .....	15	45	84	2
Cape May .....	9	8	13	2
Cumberland .....	32	35	46	3
Essex .....	35	194	518	16
Gloucester .....	12	11	14	5
Hudson .....	51	111	159	17
Hunterdon .....	47	41	53	7
Mercer .....	77	98	116	8
Middlesex .....	38	93	101	14
Monmouth .....	56	123	170	19
Morris .....	38	69	100	16
Ocean .....	12	12	34	1
Passaic .....	9	76	174	18
Salem .....	15	20	29	3
Somerset .....	14	54	78	4
Sussex .....	21	11	23	2
Union .....	27	58	142	14
Warren .....	16	14	23	1

There were five students from other States.

The number of graduates of the Model School was 34; 12 males and 22 females.

Of these, 15 entered the Normal School; 4 entered college; 4 are pursuing studies in other institutions of learning; 1 is reading law; 1 is pursuing a post graduate course in Model; 3 are in business; 5 are at home and one is deceased.

The number graduated from the Farnum School was 14, of whom 9 entered the Normal School.

#### TEACHERS.

The following changes were made in the corps of teachers:

Miss Annie Heath Thomas, of the department of Chemistry, resigned to take up the study of medicine. Miss Margaret B. MacDonald, Ph. D., was appointed to fill the vacancy. Miss MacDonald was graduated from the State Normal School of Missouri, and from Mt. Holyoke College. She completed special courses in Chemistry in the University of Pennsylvania, and took her doctorate in Chemistry at Bryn Mawr College. She has had several years successful experience as a teacher, and has done original work in Chemistry.

The vacancy in the department of Vocal Music, caused by the resignation of Miss Maude A. Stevens, was filled by the appointment of Miss Alice E. Hill. Miss Hill was graduated from the New-England Conservatory of Music in 1897. Her studies included vocal music, pipe organ and pianoforte. She had taught two years.

Miss Francisca C. Seniza, having completed her two years of associate work in the departments of Chemistry and Physics, withdrew, and is continuing her studies in Columbia University. Miss Ida E. Housman was appointed to fill this vacancy.

Miss Clara V. Cloke, who had been on leave of absence for a year studying in the University of Chicago, returned to her position as second year teacher in the Model.

Miss Emma C. Faussett was transferred from second to fifth year work, for which she was originally appointed.

Miss M. Frances Freeland, who was substituting in fifth year work, withdrew from that work to take up associate work in the departments of History and Literature.

Miss Harriet Alden, who was teaching in the department of Psychology only was given work in the department of English also.

Miss Ida W. Woodruff, who had been acting as associate in the departments of English and History for the year, withdrew.

Prof. W. B. Secor was transferred from the department of Mathematics in the Model School to the departments of Mathematics and History of Education. Prof. Ray H. Hart, B.A., was appointed to fill the vacancy thus created. Mr. Hart was graduated from the Geneseo State Normal School and from the University of Rochester, and had had successful experience as a teacher.

The faculty as usual was represented in the general educational interests of the State and country, taking an active part in many educational institutes and conventions.

A number of faculty meetings were held and among others the following subjects were discussed: G. Stanley Hall's paper on the Ideal School; The New Geography; The Teaching of English and Its Relation to Other Subjects in Our Curriculum; History in Our School; The Ratio Side of Number—How Illustrated in the Speer System—How Related to the Course in Arithmetic in Our School; Nature Lessons in the Grades.

#### COMMISSIONED HIGH SCHOOLS.

The plan of commissioning high schools and receiving the graduates of such high schools into the two years' or strictly professional course of the Normal School on high school certificates, is continued. All schools to be on the "Approved List" must have full four years' courses, and their graduates on making application for admission to the Normal School must present certificates, showing the amount of work done in each subject.

#### MODE OF COMMISSIONING.

I. Upon the application of the principal, local superintendent and president of the board of education of any high school in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if, in its judgment, the course of study and discipline of the high school in question shall warrant it, said high school shall be placed upon the "Approved List," and a notice to that effect sent to the secretary of the board of education of said school. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly certified graduates of any high school on the "Approved List" shall be admitted by the Principal of the Normal School



to the professional course of the Normal School without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the graduates of any high school on the "Approved List," who may have entered the Normal School without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may strike the name of said high school from the "Approved List." Notice of such action shall be sent to the secretary of the board of education of the high school in question, and it shall also be reported to the State Board of Education.

#### HIGH SCHOOL SUBJECTS.

The following are suggested as standard high school subjects, and are supposed to have been preceded by a thorough grammar school course of four years, including orthography, reading, English grammar, geography, United States history, elementary civics, drawing, practical arithmetic, science lessons, singing, etc.:

##### *Mathematics:*

Algebra, through quadratics and progressions.  
Geometry, plane and solid, with original work.

##### *Physics—a year's course:*

With experiments by the teacher.  
With laboratory work by the pupils.

##### *Chemistry—a years' course:*

With experiments by the teacher.  
With laboratory work by the pupils.

##### *Physiology and Hygiene:*

With direct reference to physical training.

##### *Bookkeeping:*

Single and double entry.

##### *Commercial Law.*

*Botany:*

At least a five months' course including practical work with plants.

*Zoology:*

At least a five months' course, including practical work with insects and animals.

*General History:*

Grecian history, Roman history, English history, advanced American history.

*Civics.*

*Physical Geography:*

The earth as a globe. The atmosphere; the ocean and the land; with observational exercises in the field and laboratory.

*Drawing:*

The ability to sketch objects, singly and in groups, and explain the principles governing representation; simple working drawings of geometric solids and joints, the proper placing of views, working to scale and the various conventions used; making of elementary designs from plant-forms, showing an appreciation of balance and harmony.

*English:*

Ability to describe clearly and artistically, to narrate with an appreciation of the value of climax, together with a detailed knowledge of the principles underlying description and narration. Ability to write clear compositions upon simple themes, to debate orally and in written form, together with a general knowledge of the principles underlying exposition and argumentation.

*Literature:*

The college entrance requirements, 1900-1905, or the equivalent.

## For Study :

Shakespeare—Macbeth.

Milton—L'Allegro, Il Penseroso, Comus and Lycidas.

Burke—Speech on Conciliation with America.

Macaulay—Essay on Milton, Essay on Addison.

## For Reading :

Shakespeare—Merchant of Venice.

Pope—Homer's Iliad (four books).

Addison—De Coverley Papers.

Goldsmith—Vicar of Wakefield.

Scott—Ivanhoe.

De Quincy—Revolt of the Tartars.

Tennyson—The Princess.

George Eliot—Silas Marner.

Lowell—Vision of Sir Launfal.

Cooper—Last of the Mohicans.

*Latin:*

Beginning Latin, with grammar ; Cæsar, first five books of Gallic War ; Cicero, six orations ; Virgil, the first six books of the Æneid ; Latin prose composition.

*Greek:*

Beginning Greek, with grammar ; Xenophon's Anabasis first four books ; Homer's Iliad, first three books ; Greek prose composition.

*German and French:*

College requirements.

NOTE.—If a single modern language is elected, it should be pursued at least three years. A full course in one foreign language is much more valuable than partial courses in two or more.

The above subjects, or their equivalents, may be arranged in courses, such as Classical, Scientific, English, but each course should provide for four years of standard work.

HIGH SCHOOL APPLICATION.

*the State Board of Education:*

GENTLEMEN.—We, the undersigned, do hereby make application have the.....High School placed on the “Approved List” of New Jersey. We do hereby certify that graduation at the above school requires that the person shall have pursued a four years’ course of standard high school work. Herewith find course of study.

(Signed)

.....*Principal.*  
.....*Superintendent.*  
.....*President of Board.*

STATE OF NEW JERSEY.  
HIGH SCHOOL COMMISSION.

This certifies that the.....High School is placed on the “Approved List” of the State Board of Education, and that the Principal of said High School is hereby authorized to certify its graduates for admission to the work of the second year, or strictly professional course, of the State Normal School, subject to the conditions upon which this commission is granted.

State Board of Education,  
Trenton, New Jersey.....19

.....*Chairman.*  
.....*Secretary.*  
*Committee on Education.*

NOTE.—Persons desiring to have a High School Commissioned, should send to the State Superintendent of Public Instruction for blank form.

Superintendent, under the county system, refers to County Superintendent.  
For admission to the first year on certificate, see “Conditions of Admission.”

The following high schools are now on the "Approved List:" Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Hackensack, Rahway, Morristown, Montclair, Atlantic City, Dover, Hoboken, Vineland, Salem, East Orange, Woodstown, Mount Holly, Manasquan, Bayonne City, Reading Academy—Flemington, Madison, Westfield, State Model, Farnum Preparatory, Ridgewood, South Orange, Moorestown, Cape May, Woodbury, Perth Amboy, Lakewood, Atlantic Highlands, Town of Union, North Plainfield, Phillipsburg, West Orange, Red Bank, Belleville, Somerville, Bloomfield, Elizabeth, Ocean Grove, Woodbridge, Boonton, Kearny, Paterson, Burlington, Millville, Princeton, Summit.

#### LIBRARY.

During the year, the Library has been kept up to its usual standard in current literature, books of reference, etc. A number of books have been rebound, and a number of new books added. We have been able to make some use of the Study Room for supplementary library work, but not nearly so much as we might have done had we more books to place in the cases of that room. There is a constantly increasing appreciation of the value of library work among the students.

#### LECTURES.

For the first time in its recent history our school conducted a course of lectures, paid for by the students, each one attending contributing ten cents for each lecture. While this amount per pupil was very small, and was of course voluntary, it enabled us, owing to the large number of students, to secure a number of very able and interesting lectures as follows:

Dr. Louis Bevier, Jr., Lowell; Dr. R. G. Moulton, Romeo and Juliet; Dr. Lincoln Hulley, Sketches in Charcoal; Dr. Wm. M. Davis, Practical Exercises in Physical Geography—Valleying; Dr. Wm. H. Goodyear, Ancient and Modern Rome; Anna E. Otten, and H. M. Burr, Violin and Harp Recital; Maj. George G. Groff, Porto Rico—The Island of the People. The latter was given under the auspices of the New Jersey State Board of Agriculture.

## LITERARY SOCIETIES.

There are nine literary societies in the school, viz., the Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young men of the Model School; the Shakespeare Society, composed of young men and women of the Normal School; the Criterion Society, composed of young women of the Normal School; the Gamma Sigma Society, the Arguromuthos Society, the Philomathean Society—composed each of young ladies from the Normal and Model departments; the Normal Dramatic Club, composed of young men and women, and the Delphic Literary Society, composed of young ladies of both schools.

The general order of exercises in these societies is debate, discussion, recitation and reading. In the majority of the societies debate is regarded as the most beneficial feature. It is desirable that debate be given even more place. It so often happens that reading and commenting on authors dwindles into a mere pastime, instead of developing the power of sustained and critical thought.

According to the reports of the various presidents, the interest in society work has been good throughout the year. A number of the societies gave programs on Friday evenings to entertain the boarders during their recreation hours.

In addition to these smaller entertainments the Sapphonian Society gave a program and reception. The Philomathean Society gave a play, "The Chaperone." The Gamma Sigma Society gave a play, "Hackeray's," "The Rose and the Ring."

All the societies, excepting the Thencanic, classified themselves under two chapters, the Alpha and Beta, and contended for points, in debate, instrumental music, vocal music, oration and recitation. This contest was of great interest.

The Thencanic challenged the Mu Alpha of Peddie Institute to debate on the subject: Resolved, That the United States Should encourage Its Merchant Marine by Granting Ship Subsidies. The Thencanics were victorious, though the debate was of a character that reflected credit upon both societies.

The Arguromuthos gave a beautiful Japanese Drill, and the Normal Dramatic Club gave a play, "Mr. Bob."

## ATHLETICS.

There are two athletic associations in the school, the one known

as the Athletic Association; the other, as the Girls' Athletic Association. The purpose of these associations is to promote interest in games and healthful sports.

#### THE SIGNAL.

Our school publication had one of the most successful years in its history. Its subscription list was large, and the contributions were of a character calculated to interest students. The Board of Editors have the practice of entrusting a banner to the class securing the highest percentage of subscriptions.

The boys' division of the Senior Class of the Model School won the prize, which was conferred on behalf of the Signal by Hon. Frank S. Katzenbach, Jr., Model, '85, Mayor of Trenton.

#### GROUNDS AND BUILDINGS.

Our school buildings were cleaned and put in thorough condition of repair during the summer. Our boilers were repaired and a new system of electric lighting installed. This last feature is one of the greatest improvements we have had. It not only greatly relieves the problem of ventilation, especially in the dormitories, but gives us light that is in every way satisfactory and a great improvement over what we have had.

#### ENTERTAINMENTS.

From time to time public entertainments were given by the school, usually adapted to some holiday or day devoted to some special observance. Special mention should be made of the widwinter gymnastic exhibition, the complimentary concert by the musical faculty, the complimentary concert by pupils of the music departments, entertainments by pupils of the Kindergarten and Primary departments, annual exhibition in gymnastics by pupils of the Model, the annual entertainment of the State Schools Glee Club, Soiree Francaise by the pupils of the French classes, and the Arbor Day program.

The following were the gifts in honor of Arbor Day: Normal Senior Class, June Division, a magazine file for the Library; Philomathean Club, two stained glass windows; Normal Senior Class,

February Division, pictures; the school as a whole, statues of Minerva and Venus de Milo. A number of trees were planted. The total amount contributed in honor of the day was \$340.24.

#### COMMENCEMENT WEEK.

The various exercises of both the February and June Commencement seasons passed off successfully if we may judge from the interest and attendance.

#### ALUMNI.

The Alumni Association held its fourteenth annual meeting June 18th. The meeting was called to order in the Auditorium at twelve o'clock by the President, Mrs. Mary Willard Suydam. About 350 members were present. The roll was called by classes and there were responses beginning with the third year of the history of the school. After a brief business meeting, the Association adjourned to the dining room of the Boarding Halls where a luncheon was served.

The following officers were elected for the ensuing year:

President—Mr. Benjamin Messler, Model, '99, Trenton.

Normal Vice-President—Mr. Leon Abbott, Model, '00, Normal, '01, Trenton.

Model Vice-President—Miss Ida S. Ege, Model, '94, Normal, '95, Hopewell.

Recording Secretary—Miss Eva E. Struble, Normal, '80, Trenton.

Corresponding Secretary—Miss Eleanor B. Parmenter, Normal, '96, Trenton.

Treasurer—Mrs. Mary Thompson Stull, Model, '75, Trenton.

The meeting was full of enthusiasm and brought forth many expressions of encouragement and hope for the future of our Alma Mater, as well as for the Association itself.

All graduates of the Normal or Model, and all who came within one year of graduation are eligible and very much desired as members of the Association.

The North Jersey Alumni Association held its seventh annual meeting at the Hotel Marlborough, in New York, Saturday, March 8th, 1902.



The following officers were elected for the ensuing year:

President—Thomas J. Bissell, Newark.

First Vice-President—Elmer R. Sexton, Newark.

Second Vice-President—Lillian N. Reeves, Ridgefield.

Secretary—Willard A. Stowell, Ramsey.

About one hundred members were present. The social spirit that prevailed was excellent, and all felt that the occasion had been highly enjoyable.

This organization is a Normal branch of the general Alumni Association. As a branch, it is so centered that it is convenient to a very large portion of our graduates and should become a strong and flourishing Association.

## FARNUM PREPARATORY SCHOOL.

BEVERLY, N. J.

JAMES B. DILKS, RESIDENT PRINCIPAL.

The year 1901-2 has seen a great and decided change for the better in the important improvements to the building of Farnum, in the added facilities for work, and in the addition to the corps of teachers.

During the Summer of 1901 a new two-story annex was added to the building. On each floor of this annex was placed a toilet room, one for the males and one for the females, fitted with modern conveniences and arranged with the best facilities for ventilation, and comparing favorably with any similar toilet room in the average home. The building of this annex has been a source of great gratification to all the members of the school.

The new steam heating plant which was placed in the building some few years ago has proved one of the best. There are two boilers in the cellar, either of which alone will heat the building even in the coldest weather. At the same time a ventilating system was arranged in the building by means of which all the foul air can readily be carried off.

During the summer of 1902 a new chemical laboratory was fitted with the latest improved tables, and new apparatus and chemicals were purchased. In addition to this over two hundred dollars worth of additional physical apparatus was placed in the laboratory of the

hool. Great care was taken in the selection of the apparatus. Only that was procured which is necessary for the experiments required for admission to the colleges as published by the committee of the Association of Colleges, and at the same time care was taken that no necessary apparatus should be omitted. By this means the chemical and physical departments have been greatly strengthened and pupils may now perform all the experiments required to enter the scientific department of any college. These departments are very popular and will be an additional incentive to better work and an aid to increased patronage.

During the year 1900-1 the course for graduation was increased one year so as to make it conform to the additional requirements of the State Board for High Schools, published in their prospectus for that year.

During the summer of 1902 the corps of teachers was increased and strengthened by the addition of one more teacher, Miss Elizabeth MacCrellish, B. A., a graduate of Wellesley. This addition has already been a great benefit to the school. In this way French, which had previously been an "extra," was placed as one of the regular studies of the course. There are now two languages in the regular course, Latin and French, with Greek as an extra.

The corps of teachers in the school at present is as follows: James B. Dilks, A. M., graduate of Wesleyan University, Principal and instructor in mathematics and the sciences; Miss Josephine E. Reet, graduate of the Model, the Normal, and an attendant of the Woman's College of Baltimore, instructor in History and Latin; Miss Mary Keane, graduate of the Model and Normal, instructor in English literature and elocution; Miss Susan M. Clark, graduate of the Art Department of Cooper Institute, and an attendant at the School of Industrial Arts of Philadelphia, instructor in drawing; Miss Nettie S. Simpson, graduate of the Normal, instructor in and supervisor of the Primary Department; Miss Elizabeth MacCrellish, B., graduate of Wellesley, instructor in French and intermediate work.

The school is now well equipped for work in the three departments, Primary, Grammar School, and High School. It is the hopeful wish of both teachers and pupils that in the near future the building may be as well equipped with a good gymnasium.



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**REPORT**  
**OF THE**  
**Rutgers Scientific School**

**THE**  
**New Jersey State College for the Benefit of**  
**Agriculture and the Mechanic Arts.**  
**1901-1902.**

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**AUSTIN SCOTT, Ph.D., LL.D., President.**

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# Rutgers Scientific School,

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the act of the Legislature of New Jersey, approved April 4th, instituted the State College for the Benefit of Agriculture and Mechanical Arts, in accordance with the law of the United States 2d, 1862.

## BOARD OF VISITORS.

(Appointed by the Governor).

### FIRST CONGRESSIONAL DISTRICT.

M T. GILL,.....Haddonfield.  
GYWNNE,.....Salem

### SECOND CONGRESSIONAL DISTRICT.

LD S. BONHAM,.....Shiloh.  
L. DARNELL,.....Masonville.

### THIRD CONGRESSIONAL DISTRICT.

D. DENISE,.....Freehold.  
NEILSON,.....New Brunswick.

### FOURTH CONGRESSIONAL DISTRICT.

L B. KETCHAM,.....Pennington.  
FRITTS,.....Pattensburg.

### FIFTH CONGRESSIONAL DISTRICT.

KETCHAM,.....Belvidere.  
A. BURNETT,.....Hilton.

SIXTH CONGRESSIONAL DISTRICT.

ABRAM C. HOLDRUM,.....Westwood.  
GEORGE H. BLAKELEY,.....Paterson.

SEVENTH CONGRESSIONAL DISTRICT.

GEORGE E. DECAMP,.....Roseland.  
CYRUS B. CRANE,.....Caldwell.

EIGHTH CONGRESSIONAL DISTRICT.

GEORGE DORER,.....East Orange.  
IRA C. KILBURN,.....South Orange.

NINTH CONGRESSIONAL DISTRICT.

RYNIER J. WORTENDYKE,.....Jersey City.  
LUCIUS F. DONOHUE, M. D.,.....Bayonne.

TENTH CONGRESSIONAL DISTRICT.

JOHN B. WILLIAMS,.....New Durham.  
PHILLIP M. BRETT,.....Jersey City.

OFFICERS.

DAVID B. DENISE,.....President.  
SAMUEL B. KETCHAM,.....Vice-President  
IRVING S. UPSON,.....Secretary.

CONDITION AND PROGRESS.

The five courses of study leading to the first degree in Science (B. Sc.) have been maintained throughout the year.  
The plan of practical field work in connection with the Course in Civil Engineering and Mechanics has been continued.  
The Latin Scientific Course, which will lead to the degree of Bachelor of Letters (Litt. B.), was duly inaugurated in September, 1901, as announced last year.

College extension work by means of lectures, classes and examinations, particularly in branches of Natural Science and in English literature, has been conducted during the year in various centers in New Jersey.

The Legislature of New Jersey, at its last session (1902), passed An Act to provide for the establishment of a course in practical and scientific instruction in the art of clay working and ceramics in the State Agricultural College," and appropriated "the sum of twelve thousand dollars, to be expended in the organization, equipment and maintenance of said department," for the current year, and the sum of \$2,500 annually hereafter for its maintenance. A laboratory thoroughly equipped with necessary apparatus for chemical analysis and with furnace, kiln and machinery has been erected and the work of instruction in ceramics has already begun.

The Trustees of the College have received a gift of \$50,000 from Mr. Ralph Voorhees, a resident of New Jersey, for a library building which is to be erected at once.

#### FACULTY.

JUSTIN SCOTT, Ph.D., LL.D., *President*,  
Professor of History and Political Science.

JOSEPH COOPER, D.D., D.C.L., LL.D.,  
Professor of Logic and Mental Philosophy.

FRANCIS CUYLER VAN DYCK, Ph.D.,  
Professor of Physics and Experimental Mechanics.

WARD ALBERT BOWSER, C.E., LL.D.,  
Professor of Mathematics and Engineering.

CHARLES EDWARD HART, D.D.  
Professor of Ethics, Evidences of Christianity and the English Bible.

LOUIS BEVIER, JR., Ph.D.,  
Professor of the Greek Language and Literature. Secretary of the Extension Department.



ALFRED ALEXANDER TITSWORTH, M.Sc., C.E.,  
Professor of Graphics and Mathematics.

JULIUS NELSON, Ph.D.,  
Professor of Biology.

BYRON DAVID HALSTED, Sc.D.,  
Professor of Botany and Horticulture.

JOHN BERNHARD SMITH, Sc.D.,  
Professor of Entomology.

EDWARD BURNETT VOORHEES, Sc.D.,  
Professor of Agriculture; Director of the Agricultural College Experiment Station.

ALBERT HUNTINGTON CHESTER, E.M., Ph.D., Sc.D.,  
Professor of Chemistry and Mineralogy. Curator of the Museum.

JOHN CHARLES VAN DYKE, L.H.D.,  
Professor of the History of Art.

ROBERT WOODWORTH PRENTISS, M.Sc.,  
Professor of Mathematics and Astronomy.

ELIOT ROBERTSON PAYSON, Ph.D.,  
Professor of the History and Art of Teaching.

EDWARD LUTHER STEVENSON, Ph.D.,  
Professor of History.

REV. HENRY DUBOIS MULFORD, A. M.,  
Professor of the English Language and Literature.

QUINCY O'M. GILLMORE, U. S. A., retired,  
Professor of Military Science and Tactics.

WILLIAM HAMILTON KIRK, Ph.D.,  
Professor of the Latin Language and Literature.

WING STRONG UPSON, A.M.,

Librarian and Registrar. Secretary of the Faculty.

DARENCE LIVINGSTON SPEYERS, Ph.B.,

Associate Professor of Chemistry.

DWIN BELL DAVIS, B.L.,

Associate Professor of Modern Languages.

WILLIAM EUGENE BREAZEALE, M.Sc.,

Acting Associate Professor of Mathematics.

EDWARD LIVINGSTON BARBOUR, B.O.,

Instructor in Rhetoric and Elocution.

ED HERBERT DODGE, A.B.,

Instructor in Physical Training. Director of the Gymnasium.

CHARD MORRIS, M.Sc.,

Instructor in Mathematics and Graphics.

ALBERT WILHELM BOESCHE, A.M.,

Instructor in German.

IRON BRIGGS BRACKETT, Ph.D.,

Instructor in Electrical Science.

JULLEN WARNER PARMELEE, B.Sc.,

Instructor in Chemistry. Acting Director of Clay Working and Ceramics.

ALBERT CHESTER DEREGT, A. B.,

Instructor in Chemistry.

#### STUDENTS.

The enrollment of students for the year was 163; graduate students, 2; seniors, 37; juniors, 33; sophomores, 39; freshmen, 48; special students not candidates for a degree, 4. There were also 61 students in the Classical School and 155 pupils in attendance at the

Preparatory School. The degree of Bachelor of Science was conferred upon 36 graduates in June, 1902. Of these graduates, 14 had pursued the Course in Civil Engineering and Mechanics, 8 the Course in Chemistry, 7 the Course in Electricity, and 7 the Course in Biology.

#### ADMISSION.

Every applicant for admission should be at least sixteen years of age, and must submit to the President proper testimonials of a good moral character. If an applicant for a free State scholarship he must also present to the President a certificate of appointment.

#### EXAMINATIONS AT THE COLLEGE.

Examinations for admission will be held on the Friday and Saturday preceding commencement week, June 12th and 13th, 1903, beginning at 10 A. M., on Friday, in the registrar's office. Applicants may also be examined on Monday and Tuesday, September 21st and 22nd, at the same hour and place. Students are advised to be present for examination in June.

#### STATE COMPETITIVE EXAMINATIONS.

Students will also be admitted who pass the State competitive examinations, which will be held in the court house of each county on Saturday, June 6th, 1903. For the requirements of the State law see following pages.

Only such students are admitted with conditions as are, in the opinion of the faculty, so nearly prepared as to be able to make up all deficiencies during the first two months of the term, meanwhile maintaining a good standing in their class. Conditioned students will have an opportunity given them to remove their entrance conditions as early as possible in the first term. It is expected that all entrance conditions will be removed before the Thanksgiving recess.

#### CERTIFICATES.

From certain preparatory schools of established reputation, students are admitted without examination upon the principal's certifi-

cate that they have completed the required amount of work and are prepared to enter college. Blanks for such certificates will be furnished upon application.

#### ADVANCED STANDING.

Students may enter advanced classes either at the beginning of the college year or at other times, if they sustain a satisfactory examination both on the preliminary studies and on those already passed over by the class which they propose to enter. Full equivalents will be accepted.

#### SPECIAL STUDENTS.

In exceptional cases students properly prepared for admission to the freshman class may, by special vote of the faculty, be permitted to pursue select branches of study. Such students are required to take examinations, all work in composition and elocution and military drill, with the class with which they have studied.

#### FREE SCHOLARSHIPS.

##### *State Scholarships, Act of 1864.*

Under this law a certain number of students from the State of New Jersey are received into this department of the college, and educated free of expense for tuition. These students are admitted to free scholarships on the recommendation of the Superintendent of Schools in each county after passing the required examinations. The scholarships provided by the act of 1864 are distributed among the counties, in proportion to their population, as follows:

Atlantic, .....	1
Bergen, .....	1
Burlington, .....	3
Camden, .....	2
Cape May, .....	1
Cumberland, .....	1
Essex, .....	6
Gloucester, .....	1

Hudson, .....	6
Hunterdon, .....	1
Mercer, .....	2
Middlesex, .....	2
Monmouth, .....	2
Morris, .....	2
Ocean, .....	1
Passaic, .....	2
Salem, .....	1
Somerset, .....	1
Sussex, .....	1
Union, .....	2
Warren, .....	1
	—
	40

*Scholarships at Large.*

In June, 1888, the trustees of the college provided ten additional free State scholarships.

*State Scholarships, Act of 1890.*

By a law passed March 31st, 1890, a number of free scholarships, one for each Assembly district for each year, is established and offered to students in all parts of the State. The candidates for these scholarships are selected as follows: A competitive examination, under the direction of the city superintendents and the county superintendent of education of each county, shall be held at the county court house in each county of the State, upon the first Saturday in June of each year. If several candidates for appointment pass the examination from the same Assembly district, all who are suitably qualified shall receive appointment to such free scholarships, excess from certain Assembly districts being counterbalanced by vacancies in other Assembly districts, provided only that the entire number of appointees shall not exceed the entire number of free scholarships created by the State.

Letters of inquiry to the president, or to the registrar, will receive careful attention.

## REQUIREMENTS FOR ADMISSION.

The following are the subjects in which those who wish to enter the freshman class of the scientific department are examined. Since all are such as can be acquired in our best common schools, it is insisted that the preparation in them shall be thorough and complete :

*1. Mathematics.*

ARITHMETIC.—Fundamental Operations ; Common and Decimal Fractions ; Denominate Numbers, including the Metric System ; Percentage, including Interest and Discount ; Proportion, Square and Cube Root.

*In preparing the student for this course it is recommended that he be drilled thoroughly in Arithmetic, as a clear understanding of its simple elementary and practical principles is essential to a good Mathematician.*

ALGEBRA, through Arithmetic, Geometric and Harmonic Progressions, or the first seventeen chapters of Bowser's College Algebra.

His preparation in Algebra should be *very thorough*. In addition to understanding the PRINCIPLES of the science he must fix them in his memory, and learn their bearing and utility, and for this reason he should pay great attention to the solution of practical examples. What is needed is ability to solve ordinary examples with facility and explain them thoroughly.

Attention is especially called to the solution of Simultaneous Quadratic Equations, and of Equations of Higher Degrees than the Second, which may be reduced to the quadratic form and then solved by the methods of solving quadratics.

The student should form the habit of arranging his work, whether on the blackboard or on paper, in a neat and orderly manner.

GEOMETRY.—The *whole* of Plane and Solid Geometry.

*2. English.*

ENGLISH GRAMMAR.—Including spelling.

A short ENGLISH ESSAY is also required to be written at the examination, on some theme drawn from books announced in advance ; the essay to be correct in spelling, punctuation, division into paragraphs, grammar and expression.

In June and September, 1903, 1904 and 1905, the themes will be drawn from these books, which all students who apply for admission then should have read carefully:

Shakespeare's *The Merchant of Venice*;  
 Shakespeare's *Julius Caesar*;  
 The Sir Roger De Coverley Papers in *The Spectator*;  
 Goldsmith's *The Vicar of Wakefield*;  
 Coleridge's *The Rime of the Ancient Mariner*;  
 Scott's *Ivanhoe*;  
 Carlyle's *Essay on Burns*;  
 Tennyson's *The Princess*;  
 Lowell's *The Vision of Sir Launfal*;  
 George Eliot's *Silas Marner*;

The following books are set apart for examination upon subject-matter, form and structure, in 1903, 1904 and 1905:

Shakespeare's *Macbeth*;  
 Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*;  
 Burke's *Speech on Conciliation with America*;  
 Macaulay's *Essays on Milton and Addison*.

### 3. *History of the United States.*

Candidates for admission are examined in the History of the United States, with special reference to the colonization of the several states, the forms of government which existed previous to the War for Independence, the causes and principal events of that war, the period of the Confederation, the establishment of the Federal Constitution with the general history subsequent to that event.

Students often lack thorough or recent preparation in this subject. A more accurate knowledge of American History has become necessary as preliminary to the systematic instruction now given on the duties and relations of American citizenship.

### 4. *Science.*

PHYSICS.—Students are required to show satisfactory acquaintance with Well's or Cooley's Natural Philosophy or Peck's Ganot's Physics.

**CHEMISTRY.**—Such knowledge of Chemistry as may be obtained from a thorough study of Remsen's, Cooley's or Steele's Chemistry is complete. Remsen's Elements of Chemistry is recommended, because Remsen's text-books are used during the course.

#### COURSES OF STUDY.

During the freshman year the studies of the full courses are the same, and are designed to furnish a suitable introduction to the pursuit of the higher branches in either course.

At the end of the freshman year each student shall notify the secretary of the faculty and the Registrar of his choice of one of the full courses, which shall then be pursued for three years.

The schedule of studies embraces not only the special branches indicated by the names of the courses, which give preparation for the chosen pursuit in life, but also other subjects which aid in training intelligent men, whatever their occupation, for the wise and useful discharge of the duties of citizenship.

Six distinct courses of study are provided as follows:

- I. A COURSE IN AGRICULTURE.
- II. A COURSE IN CIVIL ENGINEERING AND MECHANICS.
- III. A COURSE IN CHEMISTRY.
- IV. A COURSE IN ELECTRICITY.
- V. A COURSE IN BIOLOGY.
- VI. A COURSE IN CERAMICS.

Exercises in English are required throughout the entire course, as follows: (A) Essays, two each term. The librarian responds to requests for lists of books and articles relating to the subjects assigned, and students are expected to make these exercises the occasions for a widened acquaintance with literature. The essays are read and criticised by the several members of the faculty who assign the subjects. (B) Forensics, four times each term, declamations and extempore speaking during the freshman and sophomore years and orations and extempore speaking during the junior and senior years.

Military drill is required of all students in the scientific school twice each week throughout the entire course.



## EXTENSION DEPARTMENT.

The work is conducted in accordance with methods of "University Extension." A course of lecture studies consists of the following elements:

- (a) A series of lectures.
- (b) A printed syllabus.
- (c) A class-hour, or hour of conference following each lecture.
- (d) Written exercises by members of the class.
- (e) An examination open to those who have taken the whole course.
- (f) Appropriate credits issued to successful students.

Every part of this work is voluntary. Many simply attend the lectures and do not enroll themselves as students, but all are encouraged to take a full course since a far better knowledge of the subject can thus be obtained. The course consists of six or twelve lecture studies as may be preferred. For the season of 1902-1903 the following courses are offered, to which additions will be made later:

*Agriculture.*

*Soils and Crops*—By PROF. EDWARD B. VOORHEES, A.M.

*The Food of Plants*—By PROF. EDWARD B. VOORHEES, A.M.

*Animal Nutrition*—By PROF. EDWARD B. VOORHEES, A.M.

*Agricultural Botany, 1*—By PROF. BYRON D. HALSTED, Sc.D.

*Agricultural Botany, 2*—By PROF. BYRON D. HALSTED, Sc.D.

*Economic Entomology, 1*—By PROF. JOHN B. SMITH, Sc.D.

*Economic Entomology, 2*—By PROF. JOHN B. SMITH, Sc.D.

*Application of the Principles of Physics*—By PROF. F. C. VANDYCK, Ph.D.

*Construction of Roads, Bridges and Drains*—By PROF. A. A. TITSWORTH, M.S., C.E.

*History and Social Science.*

*Colonial Days in America (6)*—By EVERETT T. TOMLINSON, Ph.D.

*The American Revolution (6)*—By EVERETT T. TOMLINSON, Ph.D.

*The Spanish American War (6)*—By REV. GEORGE HUBBARD PAYSON, A.M.

*Sociology*—By REV. GEORGE HUBBARD PAYSON, A.M.

*Literature.*

*The Literary Study of the English Bible*—By PROF. FERDINAND SCHENCK, D.D.

*Some Representative Names in English Literature*—By PROF. V. WILLIAMS JACKSON, Ph.D., L.H.D.

*Shakespeare and the English Drama*—By PROF. A. V. WILLIAMS JACKSON, Ph.D., L.H.D.

*India and Persia*—By PROF. A. V. WILLIAMS JACKSON, Ph.D., L.H.D.

*The Poets of Our Country*—By PROF. LOUIS BEVIER, JR., Ph.D.

*Modern French Lyric Poetry (6)*—By EDWIN B. DAVIS, B.L.

*The Greek Poets*—By PROF. LOUIS BEVIER, JR., Ph.D.

*The World's Great Thinkers*—By PROF. JACOB COOPER, D.D., C.L.

*Educational Epochs*—By PROF. ELIOT R. PAYSON, Ph.D.

*Science.*

*Astronomy*—By PROF. ROBERT W. PRENTISS, M.S.

*Botany*—By PROF. BYRON D. HALSTED, Sc.D.

*Electricity*—By PROF. F. C. VAN DYCK, Ph.D.

*Entomology*—By PROF. JOHN B. SMITH, Sc.D.

*Mineralogy*—By PROF. A. H. CHESTER, E.M., Ph.D., Sc.D.

*Physiology*—By PROF. JULIUS NELSON, Ph.D.

*Zoology*—By PROF. JULIUS NELSON, Ph.D.



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# STATISTICAL TABLES.

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(339)

Financial Report by Districts, for the County of ATLANTIC, State

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Including Debt and Interest.	Amount Expended for Debt and Interest.
Atlantic City.....	\$31,137 82	\$58,091 00	\$41,042 85	\$130,271 27	\$50,935 87	\$10,781 71	\$15,583 74	\$24,232 34
Absecon .....	584 70	552 40	410 08	1,547 10	975 50	51 20	80 27	408 99
Brigantine .....	258 02	200 00	.....	558 02	286 00	.....	.....	.....
Buena Vista .....	2,210 24	1,063 97	287 43	4,662 41	2,172 00	240 85	25 45	.....
Egg Harbor City .....	4,473 77	2,089 00	1,938 75	9,511 52	4,840 00	387 27	100 82	451 85
Egg Harbor....	2,160 36	5,839 58	1,082 00	10,122 92	4,635 00	488 23	900 18	2,047 21
Galloway .....	3,921 20	2,292 54	20 00	7,334 44	4,896 82	268 22	124 80	434 88
Hammoncton .....	6,879 14	12,287 85	92 90	19,339 89	9,302 26	1,228 09	1,611 89	1,640 80
Hamilton .....	2,238 52	2,247 44	153 68	5,737 85	2,522 50	290 08	182 26	.....
Linwood .....	979 72	1,079 27	572 25	2,631 24	1,422 00	122 22	254 25	510 25
Longport .....	665 23	591 94	.....	1,257 27	500 00	.....	.....	.....
Mullica .....	1,798 58	1,500 52	44 22	3,343 29	2,180 00	287 22	45 89	.....
Pleasantville .....	2,228 78	2,842 76	1,222 50	7,405 04	4,162 55	382 25	674 42	1,005 17
Somers Point.....	252 12	642 27	55 00	1,049 50	810 00	67 00	.....	.....
So. Atlantic City .....	279 11	245 06	.....	624 17	315 00	147 25	.....	.....
Weymouth .....	1,828 05	1,412 22	.....	3,251 28	2,025 00	22 62	85 66	58 16
	\$26,215 20	\$95,919 87	\$46,922 24	\$209,058 21	\$93,891 50	\$15,620 51	\$19,878 24	\$26,908 98

## ATLANTIC COUNTY.

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of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	\$6,909 54	\$9,555 58	\$4,691 91	.....	.....	\$123,887 81	.....	\$3,303 86	.....	\$3,303 86
.....	.....	129 96	149 57	.....	.....	1,797 30	.....	49 80	.....	49 80
.....	.....	.....	192 02	.....	.....	558 03	.....	.....	.....	.....
.....	.....	188 82	323 71	.....	.....	3,944 63	.....	490 89	228 89	717 78
.....	.....	408 00	2,222 92	.....	.....	8,228 51	.....	1,283 01	.....	1,283 01
.....	.....	610 79	431 77	.....	.....	8,009 48	.....	1,123 44	.....	1,123 44
.....	.....	378 00	185 12	.....	.....	6,348 68	.....	687 84	.....	687 84
.....	.....	621 89	664 10	.....	.....	15,129 23	.....	4,102 32	8 34	4,110 66
.....	.....	300 73	287 29	452 70	.....	4,977 24	.....	760 41	.....	760 41
.....	.....	112 87	110 15	.....	.....	2,642 34	.....	79 64	10 36	89 90
.....	.....	51 84	4 30	.....	.....	695 84	.....	263 03	.....	263 03
.....	.....	908 71	44 13	120 90	.....	2,847 15	.....	496 14	.....	496 14
.....	.....	430 83	464 82	.....	.....	7,190 84	.....	214 40	.....	214 40
.....	.....	21 38	161 12	.....	.....	1,049 50	.....	.....	.....	.....
.....	.....	21 49	62 60	.....	.....	564 24	.....	67 93	.....	67 93
.....	.....	188 00	141 01	.....	.....	2,633 30	.....	625 72	24 05	649 77
.....	\$6,909 54	\$12,010 16	\$10,136 85	\$672 60	.....	\$180,028 21	.....	\$12,746 54	\$283 84	\$12,030 10

*Apportionment of School Moneys, by Districts, for the County of ATLANTIC*

DISTRICTS.	Balance State and County Mon- ey July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including State School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Atlantic City .....		\$8,202 94		\$41,833 18	\$301 28		\$60,354 98
Absecon .....		48 80		817 48	8 94		1,075 08
Brigantine .....				248 28	13 97		1,300 08
Buena Vista .....		490 29	238 28	2,169 03	13 82		1,300 08
Egg Harbor City.....		1,283 01		2,518 06	24 83		2,644 98
Egg Harbor .....		1,123 44		2,532 17	13 28		2,616 08
Galloway .....		997 36		4,370 62	21 42		2,178 08
Hammonton .....		4,102 32	8 34	2,089 02	48 64		5,578 08
Hamilton .....		780 41		2,224 44	18 18		1,650 08
Linwood .....		78 84	10 26	1,102 12	7 88		1,000 08
Longport .....		362 08		311 28	1 81		
Mullica .....		496 14		1,868 07	8 63		868 08
Pleasantville .....		214 40		2,929 94	27 94		
Somers Point .....				886 08	4 14		500 08
South Atlantic City..		67 92		282 60	1 21		360 08
Weymouth .....		626 73	23 06	1,284 64	10 64		1,000 08
.....		\$12,746 54	\$253 54	\$72,483 83	\$634 18		\$72,483 80

## ATLANTIC COUNTY.

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State of New Jersey for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repair- ing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Or- dered to be Raised.	Amount Received from Tempo- rary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	\$7,000 00	\$2,000 00	\$18,484 12	\$78,168 12	.....	.....	.....	\$127,947 12
.....	128 00	.....	.....	1,200 00	.....	.....	.....	2,973 22
.....	.....	.....	.....	300 00	.....	.....	.....	548 52
.....	.....	.....	300 00	1,500 00	.....	.....	.....	8,468 92
.....	.....	.....	488 00	3,089 00	.....	.....	.....	7,394 94
.....	2,500 00	.....	448 00	8,518 00	.....	.....	.....	11,192 86
.....	100 00	.....	480 00	2,755 00	.....	.....	.....	8,144 86
.....	500 00	.....	1,540 00	7,715 00	.....	.....	.....	19,912 22
.....	350 00	.....	.....	1,800 00	.....	.....	.....	5,804 08
.....	.....	.....	.....	2,000 00	.....	.....	.....	2,198 22
.....	.....	.....	.....	.....	.....	.....	.....	575 00
.....	150 00	.....	.....	1,100 00	.....	.....	.....	3,462 74
.....	.....	.....	.....	.....	.....	.....	.....	4,172 22
.....	.....	.....	.....	550 00	.....	.....	.....	1,240 20
.....	.....	.....	.....	350 00	.....	.....	.....	802 84
.....	.....	.....	.....	1,000 00	.....	.....	.....	2,809 08
.....	\$10,488 00	\$2,000 00	\$21,777 12	\$104,895 12	.....	.....	.....	\$204,915 22



## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of ATLANTIC.*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Atlantic City .....	9 1/2	2,554	2,637	5,191	25	9,263
Absecon .....	9 1/2	51	60	111	3	164
Brigantine .....	9 1/2	4	10	14	.....	18
Buena Vista .....	9 1/2	213	258	490	.....	628
Egg Harbor City.....	9 1/2	183	186	369	16	1,115
Egg Harbor .....	9 1/2	317	306	623	1	654
Galloway .....	9 1/2	263	279	542	3	1,526
Hammononton .....	9 1/2	506	486	991	.....	2,023
Hamilton .....	9 1/2	165	170	335	14	157
Linwood .....	9 1/2	68	70	138	.....	497
Longport .....	9 1/2	9	10	19	.....	21
Mullica .....	9 1/2	97	71	176	3	291
Pleasantville .....	9 1/2	283	270	553	2	1,056
Somers Point .....	9 1/2	36	33	69	.....	96
South Atlantic City.....	9 1/2	11	7	18	.....	26
Weymouth .....	9	117	97	214	1	1,162
	9	4,783	4,844	9,627	64	20,097

# ATLANTIC COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tar- diness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergarten.	Number of Pupils Enrolled in Pri- mary Grade	Number of Pupils Enrolled in Grammar Grade	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	Average Number of Pupils Trans- ported per day.	Number of Male Teachers Em- ployed.	Number of Female Teachers Em- ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.53	3,796	3,413	.89	..	1,415	1,500	266	12	..	4	27	\$138 17	\$48 06
.71	74	66	.88	..	62	43	6	10	..	1	1	62 50	65 72
.23	11	8	.72	..	6	..	..	8	..	..	..	..	40 00
.296	250	216	.85	..	130	158	12	8	..	..	4	39 60	38 76
1.00	313	278	.90	..	207	63	8	10	..	..	7	91 66	47 61
.433	351	209	.58	..	253	173	9	9	..	..	4	62 86	36 83
.789	347	307	.88	..	289	251	12	9	..	..	6	58 25	49 16
1.00	657	563	.84	..	787	167	37	11	..	..	21	90 00	43 33
.097	337	303	.88	..	204	125	6	9	..	..	7	80 00	38 93
.96	95	84	.88	..	85	47	4	10	..	..	1	59 00	40 00
.12	11	10	.89	..	9	10	..	8	..	..	1	..	60 06
.445	114	96	.85	..	94	74	7	8	..	..	6	..	40 00
.6	338	294	.87	..	414	120	18	10	..	2	9	71 25	40 00
.28	48	42	.87	..	51	13	..	8	..	..	2	..	45 00
.5	12	11	.86	..	11	7	..	8	..	..	1	..	35 00
.469	124	103	.85	..	117	94	3	8	..	2	4	40 00	36 26
.533	6,678	5,910	.86	..	6,386	2,863	373	9	..	83	171	69 20	43 66

## Financial Report by Districts, for the County of BERGEN, State

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Including Debt and Interest.	Amount Expended for Debt and Interest.
Allendale .....	930 63	1,835 22	45 21	2,811 06	1,595 00	135 79	.....	60 00
Bergenfield .....	1,038 57	2,615 91	356 23	4,010 71	2,050 00	241 63	110 22	180 00
Bogota .....	538 72	1,700 00	132 30	2,371 02	1,149 97	321 52	.....	50 00
Carlstadt .....	2,700 56	5,580 00	3,493 78	12,784 33	5,406 37	653 58	781 40	30 00
Cliffside Park .....	1,384 97	3,254 00	2,100 00	7,238 97	2,575 00	378 89	35 86	.....
Cresskill .....	654 35	1,018 88	784 85	2,458 08	1,250 00	192 00	45 25	.....
Delford .....	1,163 00	1,400 00	16,219 90	20,782 90	2,400 00	397 32	12,720 36	1,200 00
Dumont .....	1 195 37	2,975 48	43 88	4,214 73	2,325 00	234 50	79 00	600 00
East Rutherford .....	2,952 58	8,791 68	1,590 99	14,335 25	6,900 00	963 95	2,099 97	370 00
Edgewater .....	598 13	1,450 00	2,735 65	7,083 78	2,050 00	567 00	.....	1,010 00
Englewood Township .....	385 23	502 24	50 00	1,237 46	.....	3,000 74	2,500 00	1,710 00
Englewood City .....	8,623 07	29,446 36	2,592 40	40,661 83	21,224 00	500 00	47 50	.....
Englewood Special .....	232 36	1,062 50	107 34	1,422 20	500 00	405 00	87 25	.....
Fairview .....	1,325 47	2,855 38	96 01	4 280 86	2,350 00	354 00	1,026 45	321 25
Fort Lee .....	2,279 75	4,087 81	3,510 00	10,877 36	4,777 00	136 52	699 60	.....
Franklin .....	2,277 43	1,921 60	319 84	4,518 87	2,700 00	136 52	554 74	1,640 00
Garfield .....	5,870 48	7,922 21	91 97	13,884 63	5,419 61	1,229 71	25 24	200 00
Glen Rock .....	709 82	1,649 26	777 81	3,136 89	1,160 00	183 80	25 24	200 00
Harrington .....	5,706 33	20,553 51	11,732 61	37,992 45	12,084 05	2,998 05	5,687 37	5,720 00
Hasbrouck .....	1,845 07	4,658 51	33 22	6,536 80	4,450 00	629 80	74 42	670 00
Hillsdale .....	1,522 54	3,549 23	296 32	5,368 09	2,675 00	429 25	229 38	575 00
Hoboken .....	3,569 92	5 858 48	1,060 00	10,488 40	5,150 00	549 05	39 44	600 00
Leonia .....	972 25	2,496 53	786 01	4,254 78	2,100 00	226 80	80 40	.....
Little Ferry .....	2,087 84	5,141 22	17 95	8,247 01	2,900 00	330 23	29 08	1,115 00
Lodi Township .....	1,735 99	1,273 70	1,460 90	4,460 59	2,150 00	330 23	1,622 40	436 00
Lodi Borough .....	2,947 94	5,016 46	90 14	11,054 54	5,386 25	917 08	183 00	2,902 00
Maywood .....	640 46	3,871 94	324 58	5,336 98	1,714 50	355 03	261 26	775 00
Midland .....	1,141 03	3,878 38	557 76	5,577 17	1,500 00	299 12	1,156 51	530 00
Midland Park .....	2,092 45	2,837 65	438 11	5,368 23	3,175 00	478 00	53 89	175 00
Montvale .....	642 78	1,167 99	258 60	2,069 35	1,000 00	147 25	120 22	230 00
New Barbadoes .....	14,034 80	31,460 30	19,347 71	64,842 81	30,911 00	3,961 68	3,303 69	5,075 00
North Arlington .....	287 27	608 68	73 88	1,069 81	400 00	50 00	67 25	.....
Old Tappan .....	366 48	1,152 62	22 69	1,541 79	585 00	102 00	.....	112 00
Orvil .....	1,812 71	2,575 00	1,851 27	7,238 98	3,200 00	687 25	176 25	620 00
Overpeck .....	2,499 40	12,385 24	34,523 00	50,407 64	7,000 00	1,321 43	234 89	1,050 00
Palisade .....	1,638 80	3,779 05	56 93	5,482 78	1,950 00	319 69	58 65	715 00
Palisade Park .....	983 43	3,208 63	1,499 70	5,691 81	2,009 00	402 25	.....	712 00
Park Ridge .....	1,285 53	2,775 38	53 08	4,114 02	2,800 00	280 30	.....	225 00
Ridgefield Township .....	1,717 71	5,330 30	1,603 54	9,256 05	2,875 00	714 44	37 22	1,000 00
Ridgefield Borough .....	928 00	4,313 20	46 04	5 235 24	2,400 00	639 80	167 14	1,000 00
Ridgewood .....	4,070 50	11,867 14	4,374 86	20,212 50	7,805 00	1,408 53	1,054 32	2,700 00
Riverside .....	921 38	2,603 78	1,103 05	4,628 21	2,050 00	384 75	297 41	622 00
Rutherford .....	8,871 98	25,813 07	16 229 72	50 313 65	19,312 75	3,214 29	4,300 38	2,700 00
Saddle River T'wp .....	2,278 59	7,114 57	745 48	11,138 62	4,660 00	773 16	373 44	1,300 00
Saddle River Borough .....	638 15	513 62	2 88	1,253 63	850 00	119 95	54 28	.....
Teaneck .....	1,108 70	3,818 85	172 05	5,099 60	2,350 00	412 88	391 04	597 00
Tenafly .....	1,941 03	5,374 52	67 44	7,383 29	3,900 00	478 00	274 50	512 00
Union .....	3,646 22	8,637 41	2,142 55	14,426 18	5,529 00	391 25	345 00	1,345 00
Upper Saddle River .....	530 50	190 97	25 60	747 07	400 00	47 74	21 50	.....
Wallington .....	2,489 00	5,469 12	2,755 59	10,713 71	4,057 00	730 84	299 43	1,075 00
Washington .....	1,071 66	1,340 69	1,840 00	4 262 35	1,555 75	140 84	273 20	.....
Westwood .....	1,478 60	4 203 80	3,278 37	8 980 77	2,900 00	617 14	391 20	387 00
Woodcliff .....	424 28	1,488 21	368 01	2,279 50	845 00	100 00	125 00	600 00
Wood Ridge .....	956 08	1,800 00	622 97	3,286 03	2,079 00	139 08	79 57	.....
<b>Total .....</b>	<b>\$119,520 07</b>	<b>\$302,528 89</b>	<b>\$144,723 66</b>	<b>\$566,770 12</b>	<b>\$228,341 75</b>	<b>\$34,905 18</b>	<b>\$44,447 53</b>	<b>\$90,642 11</b>

# BERGEN COUNTY.

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of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$178 61	987 21	.....	.....	\$2,741 80	.....	\$44 36	\$25 21	\$49 48
.....	.....	115 66	265 11	.....	.....	3,162 59	.....	650 12	198 01	\$48 13
.....	.....	92 89	305 00	.....	.....	2,220 38	.....	63 56	87 08	150 84
.....	1,212 25	736 07	1,462 59	.....	.....	10,122 78	.....	.....	2,661 57	2,661 57
.....	.....	177 54	1,763 00	100 00	.....	5,028 09	.....	130 88	2,080 00	2,210 88
.....	.....	88 93	720 26	.....	.....	2,296 53	.....	161 63	.....	161 53
.....	.....	192 75	536 30	.....	.....	17,245 74	.....	.....	3,537 16	3,537 16
.....	.....	162 85	200 43	.....	.....	3,531 78	.....	632 96	.....	632 96
.....	.....	548 84	1,965 73	20 00	.....	13,827 49	.....	1,425 28	23 48	1,447 76
.....	.....	896 25	2,737 87	.....	.....	6,761 73	.....	222 00	.....	222 00
.....	.....	.....	98 34	.....	640 00	738 34	.....	479 12	.....	479 12
.....	.....	2,000 00	5,352 96	.....	.....	38,837 70	.....	3,561 84	1,573 20	5,124 13
.....	.....	24 53	96 36	.....	.....	669 38	.....	752 82	.....	752 82
.....	.....	838 98	190 59	.....	80 00	3,451 82	.....	795 58	33 46	829 04
.....	.....	379 86	2,945 71	.....	161 00	9,964 77	.....	912 59	.....	912 59
.....	.....	342 46	491 04	.....	78 00	4,447 61	.....	71 26	.....	71 26
.....	.....	750 06	1,033 91	.....	.....	13,638 03	.....	252 14	4 42	256 56
.....	.....	75 23	114 53	.....	18 92	1,775 52	.....	612 38	747 99	1,361 37
.....	.....	590 98	1,419 76	75 90	.....	28,523 11	.....	3,618 74	5,850 60	9,469 34
.....	.....	391 15	308 12	.....	.....	6,523 49	.....	13 81	.....	13 81
.....	.....	171 82	164 60	.....	.....	4,233 90	.....	1,121 64	12 56	1,134 20
.....	.....	563 12	1,302 87	.....	87 50	8,352 58	.....	2,135 82	.....	2,135 82
.....	.....	137 72	1,347 21	.....	.....	3,801 93	.....	371 93	80 92	452 85
.....	.....	376 38	183 48	.....	.....	4,988 57	.....	2,300 19	7 85	2,308 14
.....	.....	181 94	1,696 13	.....	.....	6,414 25	.....	48 34	.....	48 34
.....	.....	330 37	681 29	.....	.....	10,411 08	.....	643 45	.....	643 45
.....	.....	193 89	136 86	.....	.....	3,595 04	.....	1,043 06	694 28	1,741 94
.....	.....	206 63	820 99	.....	339 80	4,873 06	.....	774 61	29 51	804 12
.....	.....	569 57	186 61	.....	.....	4,636 73	.....	731 50	.....	731 50
.....	.....	94 96	93 48	.....	.....	1,076 61	.....	173 00	219 74	392 74
.....	2,055 24	2,427 92	16,289 20	.....	.....	64,812 78	.....	.....	29 53	29 53
.....	.....	56 39	101 55	.....	.....	375 29	.....	194 53	.....	194 53
.....	.....	44 91	65 84	.....	.....	1,010 25	.....	530 69	85	531 54
.....	.....	423 01	1,334 27	.....	.....	7,045 81	.....	.....	193 17	193 17
.....	.....	13 40	33 423 34	.....	.....	43 742 86	.....	4,064 78	.....	4,064 78
.....	.....	379 41	99 03	350 00	270 00	4,179 68	1 80	1,258 37	43 93	1,303 10
.....	.....	216 22	2,267 59	.....	.....	5,608 86	.....	83 15	.....	83 15
.....	.....	144 38	168 17	.....	.....	3,408 96	.....	704 63	63	705 06
.....	.....	352 64	1,705 29	.....	.....	7,294 59	.....	1,948 82	22 64	1,971 46
.....	.....	243 15	120 24	.....	.....	4,570 33	.....	714 91	.....	714 91
.....	1,139 76	694 96	647 15	.....	.....	16,248 74	.....	470 87	2,492 89	3,963 78
.....	.....	183 43	232 97	.....	.....	3,781 06	.....	64 51	782 64	847 15
.....	.....	2,387 87	14,073 31	.....	.....	47,686 58	.....	2,155 48	462 81	2,618 09
.....	.....	1,006 02	324 24	.....	.....	3,485 98	.....	2,523 54	130 10	2,653 64
.....	.....	35 59	65 35	.....	.....	1,119 17	.....	134 46	.....	134 46
.....	.....	271 56	259 14	.....	.....	4,772 22	.....	176 00	151 28	327 28
.....	.....	479 29	335 90	.....	.....	6,968 19	.....	1,402 01	12 09	1,414 10
.....	.....	727 81	375 58	.....	.....	9,318 08	.....	2,110 14	2,087 98	5,208 12
.....	.....	64 06	51 53	.....	.....	584 83	97 76	64 49	.....	162 25
.....	.....	892 86	2,963 44	.....	.....	9,798 57	.....	915 14	.....	915 14
.....	.....	32 87	178 49	.....	131 25	2,861 99	.....	248 36	1,643 00	1,890 26
.....	.....	819 28	2,423 33	.....	.....	8,537 61	.....	423 16	.....	423 16
.....	.....	100 69	425 00	.....	.....	2,197 20	.....	11 00	70 12	81 12
.....	.....	149 12	108 58	.....	.....	2,804 33	.....	.....	581 70	581 70
.....	\$21,304 25	\$21,000 25	\$105,390 42	\$486 90	\$1,794 47	\$490,406 44	\$99 56	\$42,681 63	\$27,582 49	\$78,263 63

## SCHOOL REPORT.

**Financial Report by Districts, for the County of CAMDEN.**

DISTRICTS	
Amount Due the District, July 1st, 1901, from State and County Funds.	
Amount Due the District, July 1st, 1901, from District Tax	
Amount Due the District, July 1st, 1901, from other sources	
Total Amount Due the District, July 1st, 1901.	
Amount Expended for Teachers' Salaries	
Amount Expended for Fuel and Janitors' Salaries	
Amount Expended for Building and Repairing, including Heat and Chimepot.	
Amount Expended for Debt and Interest	

# BERGEN COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1907.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1907.
			\$625 00	\$1,925 00				\$2,925 25
	\$200 00		250 00	2,550 00				4,499 90
			350 00	2,086 00				2,833 93
	200 00	\$600 00	80 00	5,300 00				11,843 20
\$900 00				2,600 00				6,333 14
				1,000 00				1,851 74
	1,700 00		1,880 00	6,280 00				11,151 06
	125 00		\$17 50	2,542 50				4,498 98
			1,638 00	7,068 00		19,700 00		22,254 24
			950 00	4,500 00				6,605 22
				500 00				979 12
	1,500 00		1,875 00	29,000 00				42,552 56
				600 00				1,571 10
			825 00	2,725 00		12,500 00		17,400 64
			500 00	4,500 00				7,891 97
				1,525 00				3,643 23
			1,590 00	8,470 00				14,949 58
			800 00	1,750 00				3,330 17
	800 00		3,325 00	13,625 00				29,394 23
	775 00		670 00	5,765 00				8,975 09
	83 00		537 50	2,720 50				5,359 46
	1,100 00			5,025 00				10,407 71
				2,500 00				3,929 13
	700 00			2,320 00				7,804 84
	145 00		616 50	1,616 50				3,196 68
			1,345 00	5,345 00				10,858 84
			750 00	2,850 00				5,304 64
	375 00		525 00	2,425 00				4,134 14
	150 00		175 00	2,070 00				4,342 34
			216 00	901 00				1,583 92
	1,700 00	1,500 00	4,950 05	29,950 05			\$1,500 00	47,173 77
				800 00				1,110 03
				535 00				1,394 92
	250 00		800 00	3,150 00				5,338 00
			1,397 50	5,787 50				20,225 86
			710 00	2,940 00				5,577 17
			887 50	3,027 50				4,111 29
				2,400 00				4,698 78
			1,541 80	4,062 80				7,798 29
			1,250 00	2,500 00				5,177 25
	500 00	800 00	3,625 00	11,345 00				20,905 31
			1,085 00	5,010 00				4,730 17
	1,675 00		3,531 58	24,496 58				38,159 53
	400 00		1,487 50	5,337 50				11,373 24
	25 00			420 00				1,141 06
	150 00		850 00	2,850 00				4,409 80
	250 00			3,500 00				8,573 73
			1,825 00	4,185 00				14,918 88
	20 00			205 00				694 73
			1,750 00	4,481 13				8,300 74
			365 00	1,755 00		5,300 00		9,913 02
			950 00	4,400 00				8,722 63
			575 00	1,235 00				1,936 29
	150 00			1,400 00				5,137 54
\$900 00	\$12,323 00	\$2,700 00	\$47,442 11	\$365,247 53		\$27,500 00	\$2,100 00	\$507,096 12

## SCHOOL REPORT.

## Report of Attendance, by Districts, for the County of BERGEN

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Allendale .....	9.85	67	51	118		
Bergenfield .....	9.85	79	78	157		
Bogota .....	9.50	37	36	73		
Carlstadt .....	9.75	275	267	542	7	
Cliffside Park .....	9.80	129	114	243	7	
Cresskill .....	9.40	48	53	101		
Delford .....	9.75	84	87	171		
Dumont .....	9.45	94	83	179	3	
East Rutherford .....	9.33	378	296	674	17	
Edgewater .....	9.80	65	54	119	2	
Englewood City .....	9.15	487	490	977	11	1
Englewood Special .....	9.80	3	1	4		
Fairview .....	9.60	86	131	217	2	
Fort Lee .....	9.75	167	149	316	2	
Franklin .....	9.30	170	163	333		
Garfield .....	9.55	423	429	852	8	1
Glen Rock .....	9.33	71	61	132	1	1
Harrington .....	9.30	358	323	681	4	1.4
Hasbrouck Heights .....	9.55	183	165	348	2	1.4
Hilldale .....	9.40	90	86	176	6	7
Hoboken .....	9.40	259	263	522	6	22
Leonia .....	9.40	72	62	134		20
Little Ferry .....	9.55	185	179	364		86
Lodi Township .....	9.13	134	134	268	1	79
Lodi Borough .....	9.30	276	250	526	15	62
Maywood .....	9.30	56	57	113	1	177
Midland .....	9.	64	75	139		52
Midland Park .....	9.15	178	187	365		52
Montvale .....	9.30	49	43	92	1	84
New Barbadoes .....	9.80	1,029	977	2,006	24	1,342
North Arlington .....	9.35	81	13	94		36
Old Tappan .....	9.20	29	18	47		36
Orvil .....	9.50	151	144	295	4	1,112
Overpeck .....	9.80	288	294	582	2	1,261
Palisade .....	9.70	90	105	195	2	20
Palisades Park .....	9.80	85	63	147	1	10
Park Ridge .....	9.50	98	84	182	1	39
Ridgefield Township .....	9.30	125	138	263	14	96
Ridgefield Borough .....	9.50	79	59	138	3	3
Ridgewood .....	9.35	294	296	590	1	1,074
Riverdale .....	9.10	79	54	133	2	61
Rutherford .....	9.35	595	577	1,172	20	1,171
Saddle River Township .....	9.30	244	235	479	1	94
Saddle River Borough .....	9.80	35	31	66		14
Teaneck .....	9.45	50	50	100		10
Tenafly .....	9.25	123	129	252	10	71
Union .....	9.30	300	233	533	1	79
Upper Saddle River .....	9.65	33	29	62		107
Wallington .....	9.45	255	215	470	2	90
Washington .....	9.20	50	69	119		123
Westwood .....	9.20	105	111	216	1	79
Woodcliff .....	9.50	28	29	57	1	61
Wood Ridge .....	9.75	49	78	127	6	120
	9.39	5,591	5,414	11,005	200	25,232

# BERGEN COUNTY.

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State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Typhoid per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School.	Average Number of Pupils Transferred per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
1.18	98	81	.87		86	33		65		1	2	\$85 98	\$45 22
1.15	115	108	.93		102	53		52		1	2	100 50	52 28
1.50	51	47	.91		51	15		44					85 53
1.15	408	373	.91	80	340	122		117		2	9	115 28	47 26
1.15	180	148	.82	54	180	58		84		1	3	127 81	57 16
1.15	83	67	.80		83	26		41		1	1	78 78	53 19
1.15	122	110	.90	86	122	86		80		1	3	92 81	49 57
1.15	123	121	.98	89	109	45		63		1	3	105 82	47 63
1.15	441	401	.91	101	318	144	12	163		1	10	138 34	80 02
1.15	78	68	.88	18	72	81		119			3		73 82
1.15	779	714	.92	124	531	264	48	136		2	20	165 00	61 72
1.01	8	7	.88		8	1		14			1		52 08
1.15	158	145	.92		173	57		81			4		61 20
1.15	242	218	.90		230	96		118		2	6	102 68	60 00
1.15	203	181	.79		241	97		183		2	3	48 91	48 91
1.15	649	600	.92	223	603	134	11	300		1	15	146 80	49 28
1.15	87	76	.87		104	28		51		1	1	75 03	48 23
1.15	537	481	.90		458	197	28	286		5	14	91 40	58 72
1.15	284	255	.90		215	86	17	81		1	8	125 85	63 01
1.15	128	113	.88	18	93	61	4	81		1	4	90 43	48 54
1.15	253	214	.84		277	168	9	198		1	9	101 06	49 08
1.15	106	95	.90	17	74	43		55		1	2	108 28	58 51
1.15	255	230	.90	64	231	89		96			5		58 28
1.15	153	121	.86		194	33		101		1	4	49 29	49 29
1.15	339	272	.80	106	248	73	1	48		1	10	108 70	48 27
1.15	78	73	.91	20	58	34		83			3		59 78
1.15	22	20	.91		94	45		85			3		58 68
1.15	230	194	.84	64	214	77		88		1	5	98 28	49 73
1.15	55	41	.75		58	34		50		1	1	53 78	53 78
1.15	1,525	1,408	.92	208	980	452	196	468		6	43	187 50	60 04
1.15	33	28	.85		28	14		27		1		64 17	
1.15	33	27	.82		30	25		24		1		65 22	
1.15	206	190	.92	42	142	121		91		1	5	78 86	51 68
1.15	433	392	.91	82	316	188	15	180		1	12	121 21	54 29
1.15	124	128	.92		160	45		86		1	2	77 23	41 24
1.15	90	84	.93	24	88	35		85		1	2	93 75	57 29
1.15	126	113	.90		127	63		80		1	2	106 28	56 14
1.15	124	124	.95		188	83		94		1	4	81 83	53 67
1.15	86	87	.91		92	46		73		1	2	128 32	63 16
1.15	443	402	.91	86	258	139	48	132		2	12	123 62	55 28
1.15	84	80	.96		81	52		82		1	2	104 28	60 44
1.15	813	786	.94	114	525	366	96	258		3	34	121 81	62 26
1.15	298	254	.85		264	105		245			10		53 04
1.15	39	35	.90		47	20		52			2		44 27
1.15	98	88	.89		118	55		98		1	2	74 07	58 20
1.15	280	280	.90	46	114	95	7	80		1	5	182 18	56 23
1.15	301	268	.89		305	128		172		1	9	129 02	50 75
1.15	88	81	.92		26	37		18			1		41 45
1.15	235	207	.88	97	312	81		84		1	7	95 24	47 62
1.15	91	74	.81		91	58		77		2	1	62 86	46 20
1.15	184	146	.80		118	87	11	74		1	5	107 53	49 46
1.15	51	45	.89		56	21		60		1	1	68 42	42 11
1.15	105	98	.93	12	78	27		62		1	2	102 51	56 41
1.15	12,381	11,188	.90	1,829	10,071	4,598	507	5,523		61	322	\$108 82	\$57 28



*Financial Report by Districts, for the County of BURLINGTON.*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Bass River .....	\$1,280 05	\$1,288 47	.....	\$2,568 52	\$1,608 00	\$207 99	\$39 39	\$473 99
Beverly City ....	2,887 82	6,007 55	10 00	8,905 37	4,950 01	478 20	978 45	1,997 00
Beverly Twp. ....	1,457 34	1,898 77	12,872 47	15,728 58	2,010 00	258 50	7 03	25 00
Bordentown City ..	4,121 11	5,544 82	3,111 00	12,776 93	6,819 00	719 73	289 02	1,443 54
Bordentown Twp. ..	330 99	353 77	86 00	780 76	400 00	17 45	.....	.....
Burlington City ..	6,973 85	10,954 54	6,593 75	24,521 15	11,420 00	1,414 53	136 08	2,400 00
Burlington Twp. ....	1,030 35	829 78	817 58	2,688 69	1,350 00	139 85	92 56	14 00
Chester .....	5,237 74	9,305 85	3,579 52	18,122 91	9,873 25	1,239 48	639 78	1,329 25
Chesterfield .....	1,515 05	1,242 58	100 00	2,857 63	2,158 75	146 03	115 87	.....
Cinnaminson .....	1,074 39	2,285 12	50 00	4,409 51	1,888 75	243 61	33 35	175 43
Delran .....	1,061 97	1,255 81	262 27	2,580 05	1,828 00	82 78	153 64	265 00
Eastampton .....	777 30	1,458 84	.....	2,236 14	1,115 00	223 34	116 89	236 00
Evesham .....	1,794 09	1,500 00	319 56	3,613 65	2,642 00	204 00	40 15	533 10
Fieldsboro Boro. ....	528 74	418 30	138 83	1,086 87	741 25	34 55	38 34	138 80
Florence .....	2,153 23	1,626 56	.....	3,779 89	2,718 00	161 48	216 43	.....
Lumberton .....	1,848 41	1,406 19	41 80	3,296 40	2,296 00	239 06	37 03	.....
Mansfield .....	1,650 55	1,100 47	584 14	3,335 16	2,290 00	136 21	53 25	.....
Medford .....	2,410 73	1,861 77	1,792 08	5,864 58	3,354 65	241 32	83 41	1,180 35
Mount Laurel .....	1,786 12	1,260 12	.....	3,046 24	2,155 00	120 18	106 24	.....
New Hanover .....	1,693 47	1,155 23	1,180 00	4,008 69	2,340 00	141 82	39 56	1,195 75
Northampton .....	5,899 71	12,492 41	595 16	18,987 28	10,163 75	1,129 13	294 97	1,013 75
Palmyra .....	3,500 10	4,578 25	256 83	8,335 18	5,275 00	663 10	86 22	1,675 00
Pemberton .....	2,648 16	1,992 74	30 00	4,680 90	3,000 00	300 18	76 10	13 00
Riverside .....	3,028 84	2,302 00	1,289 76	6,620 60	4,005 00	670 93	400 87	894 41
Riverton Boro. ....	2,141 03	2,200 00	2,055 94	6,396 97	3,308 50	252 54	.....	232 77
Shamong .....	751 82	257 84	.....	1,009 66	812 00	60 01	.....	.....
Southampton .....	2,357 83	1,350 00	.....	3,707 83	3,046 00	183 60	37 40	.....
Springfield .....	1,755 70	2,898 30	98 73	5,752 73	2,275 00	121 86	2,356 35	.....
Tabernacle .....	536 65	330 77	.....	867 42	794 77	39 34	.....	.....
Washington .....	1,413 42	340 38	.....	1,753 80	1,447 50	118 17	50 00	.....
Westampton .....	734 79	297 83	290 00	1,322 62	540 00	45 25	2 25	13 00
Willingboro .....	758 09	755 23	.....	1,513 32	1,117 50	119 89	54 25	5 00
Woodland .....	1,123 75	308 12	.....	1,431 87	1,000 00	108 60	15 07	.....
	\$65,241 70	\$35,589 23	\$36,300 47	\$137,031 50	\$100,536 00	\$10,117 49	\$6,058 20	\$27,022 51

\*Over draft \$4,106.41.

# BURLINGTON COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$102 88	\$145 91	.....	.....	\$3,578 85	.....	41 87	.....	\$1 87
.....	.....	268 12	185 15	.....	.....	8,835 08	.....	70 29	.....	70 29
.....	.....	164 28	3,800 87	.....	450 00	8,715 38	.....	34 48	8,978 72	9,013 20
.....	.....	422 48	2,253 80	.....	.....	12,747 17	.....	.....	29 76	29 76
.....	.....	37 34	178 89	.....	.....	631 68	.....	82 08	66 00	148 08
.....	.....	2,689 68	6,138 19	.....	.....	24,247 04	.....	.....	274 10	274 10
.....	.....	1,208 61	755 16	.....	.....	2,668 18	.....	37 83	72 58	110 51
.....	.....	1,202 85	3,713 63	.....	64 00	18,102 21	.....	20 70	.....	20 70
.....	.....	60 86	235 59	.....	16 00	2,831 60	.....	.....	28 03	28 03
.....	.....	199 12	1,611 86	.....	.....	4,353 12	.....	56 39	.....	56 39
.....	.....	57 70	294 12	.....	54 00	2,262 15	.....	305 63	112 27	317 90
.....	.....	61 58	90 04	.....	.....	1,942 75	.....	293 39	.....	293 39
.....	.....	148 87	93 60	.....	.....	3,608 82	.....	.....	4 08	4 08
.....	.....	34 08	51 30	.....	.....	1,076 30	.....	.....	4 83	4 83
.....	.....	248 83	288 00	.....	82 48	3,762 99	.....	9 90	.....	9 90
.....	.....	88 94	154 85	.....	.....	2,825 78	.....	429 17	41 45	470 62
.....	.....	214 97	581 87	.....	79 83	2,325 18	.....	.....	.....	.....
.....	.....	140 84	512 47	171 00	.....	5,634 84	.....	175 11	4 81	179 92
.....	.....	263 84	48 87	.....	20 00	2,704 14	11 12	210 98	.....	322 10
.....	.....	97 82	147 64	.....	.....	3,962 19	.....	36 50	10 00	46 50
.....	.....	814 58	3,469 22	.....	.....	18,987 28	.....	.....	.....	.....
.....	.....	356 48	346 63	.....	.....	8,271 48	.....	63 73	.....	63 73
.....	.....	134 80	448 82	.....	.....	4,680 90	.....	.....	.....	.....
.....	.....	489 88	1,677 57	.....	.....	7,358 66	.....	.....	231 94	231 94
.....	.....	.....	2,672 07	.....	.....	6,863 84	.....	.....	33 13	33 13
.....	.....	.....	86 44	.....	22 58	981 01	.....	28 25	.....	28 25
.....	.....	.....	86 40	.....	22 58	981 01	.....	28 25	.....	28 25
.....	.....	144 12	131 18	.....	.....	3,542 08	.....	165 75	.....	165 75
.....	.....	87 08	475 89	186 00	6 08	5,417 34	.....	220 08	15 26	235 34
.....	.....	25 17	17 70	.....	.....	819 58	.....	47 84	.....	47 84
.....	.....	.....	111 38	.....	.....	1,725 05	.....	23 73	.....	23 73
.....	.....	43 39	484 99	.....	212 00	1,319 88	.....	.....	2 79	2 79
.....	.....	65 56	20 00	.....	100 00	1,478 00	.....	35 23	.....	35 23
.....	.....	39 89	62 73	.....	.....	1,284 28	.....	147 58	.....	147 58
.....	.....	\$987 11	\$2,017 86	\$87 00	1,074 96	177,510 43	11 12	2,902 45	2,907 69	12,621 16

## SCHOOL REPORT.

## Apportionment of School Moneys, by Districts, for the County of BUR-

DISTRICTS.	Balance State and County Mon- ey July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$200,000	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Bass River .....		\$1 67		\$1,219 80	\$71 80		\$368 90
Beverly City .....		70 29		2,951 15	180 48		1,000 00
Beverly Township .....		34 48	6,978 72	1,283 75	92 91		1,570 00
Bordentown City .....			29 76	3,896 03	267 18		5,523 89
Bordentown Township .....		53 06	66 00	242 06	13 77		250 00
Burlington City .....			274 10	5,679 17	484 21		9,282 39
Burlington Township .....		27 93	72 58	997 48	64 66		750 00
Chester .....		30 70		5,411 41	236 64		9,500 00
Chesterfield .....			26 03	1,477 13	90 84		1,050 00
Cinnaminson .....		56 30		982 76	59 80		1,985 00
Delran .....		205 63	112 27	972 87	58 60		550 00
Eastampton .....		233 29		763 46	53 62		800 00
Evesham .....			4 03	1,763 93	119 16		1,200 00
Fieldsboro Borough .....			4 62	581 63	59 47		225 00
Florence .....		9 90		2,096 35	163 63		1,500 00
Lumberton .....		429 17	41 45	1,781 13	118 24		1,300 00
Mansfield .....				1,597 20	130 06		1,300 00
Medford .....		175 11	4 81	2,287 98	123 68		1,600 00
Mount Laurel .....	11 12	310 96		1,432 20	96 00		1,000 00
New Hanover .....		38 50	10 00	1,671 73	88 97		1,150 00
Northampton .....				5,977 54	451 03		5,801 00
Palmyra .....		63 72		2,573 36	263 21		2,959 00
Pemberton .....				2,503 93	164 90		1,920 00
Riverside .....			231 94	2,016 19	201 73		
Riverton Borough .....			23 12	2,162 67	118 75		1,550 00
Shamong .....		28 25		684 45	27 65		300 00
Southampton .....		165 75		2,216 95	126 19		1,225 00
Springfield .....		220 03	15 36	1,724 67	106 20		1,000 00
Tabernacle .....		47 84		481 72	36 76		150 00
Washington .....		22 73		1,339 99	45 51		250 00
Westampton .....			2 79	437 07	12 14		
Willingboro .....		35 32		745 29	47 67		700 00
Woodland .....		147 59		1,096 58	21 62		350 00
	\$11 12	\$2,602 45	\$9,307 58	\$26,063 14	\$4,963 91		\$59,267 18

# BURLINGTON COUNTY.

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LINGTON, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
			\$420 00	\$1,279 90				\$2,579 87
				3,000 00				6,301 86
			230 00	1,800 00				13,159 86
				5,523 89				9,718 86
				250 00				664 91
	300 00		1,380 00	10,942 29				18,379 97
				750 00				1,823 85
	1,400 00		1,400 00	9,300 00				15,128 76
	50 00			1,100 00				2,094 00
	125 00		330 00	2,440 00				3,538 96
	50 00		260 00	880 00				1,307 37
	50 00		336 00	988 00				2,096 37
	500 00			1,700 00				2,587 12
			45 98	370 98				1,016 88
				1,500 00				3,768 76
			100 00	1,400 00				3,749 99
				1,200 00				2,927 25
				1,600 00				4,201 48
				1,000 00				2,911 80
			350 00	1,500 00				3,307 20
	200 00		2,312 00	8,313 00				14,741 67
	150 00		1,460 00	4,559 00				8,449 29
				1,920 00				4,588 92
	50 00		830 00	3,368 00				6,315 86
\$200 00			50 00	2,200 00				4,614 66
				300 00				1,040 35
			25 00	1,350 00				3,867 89
				1,000 00				3,166 38
				150 00				708 32
	75 00			325 00				1,738 23
								452 00
				700 00				1,528 18
				250 00				1,528 79
\$200 00	\$2,850 00		\$8,498 98	\$72,936 14				\$155,909 86

No district tax voted as late as Aug. 27.

*Report of Attendance, by Districts, for the County of BURLINGTON,*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Cases of Truism during the year	Number of Pupils neither Absent nor Tardy during the year
Bass River .....	9	117	78	185	.....	749
Beverly City .....	10	194	212	406	1	375
Beverly Township .....	10	123	103	226	.....	653
Bordentown City .....	10	318	292	600	15	745
Bordentown Township .....	10	17	9	26	.....	92
Burlington City .....	10	500	538	1,038	3	2,289
Burlington Township .....	9	91	73	164	.....	534
Chester .....	10	205	429	794	12	441
Chesterfield .....	10	124	127	270	.....	615
Cinnaminson .....	10	96	86	182	.....	650
Delran .....	9	82	77	169	.....	347
Eastampton .....	10	69	72	141	.....	239
Evesham .....	9.2	169	172	341	2	638
Fieldsboro Borough .....	9	67	62	119	1	35
Florence .....	9	208	191	399	.....	822
Lumberton .....	9	150	150	300	3	923
Mansfield .....	10	135	143	281	.....	373
Medford .....	9	241	172	412	3	2,636
Mount Laurel .....	9.1	172	150	322	2	646
New Hanover .....	9.6	172	153	325	.....	1,042
Northampton .....	10	440	440	880	6	1,405
Palmyra .....	10	267	282	529	5	909
Pemberton .....	9	230	221	451	.....	1,174
Riverside .....	10	245	206	450	.....	1,289
Riverton Borough .....	10	122	100	247	.....	329
Shamong .....	9	46	64	110	.....	621
Southampton .....	9	215	175	390	5	1,089
Springfield .....	10	142	144	286	.....	701
Tabernacle .....	9	42	50	92	.....	507
Washington .....	7.5	94	79	172	.....	694
Westampton .....	9	25	14	49	.....	182
Willingboro .....	9	64	52	124	.....	323
Woodland .....	6.6	43	46	89	1	79
	9.06	5,279	5,156	10,534	66	25,771



Financial Report by Districts, for the County of CAMDEN,

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Camden .....	\$78,783 63	\$192,565 63	\$7,235 96	\$278,585 22	\$170,127 17	\$21,086 90	\$15,174 29	\$15,015 28
Gloucester ....	4,894 37	6,850 00	2,196 63	13,740 00	9,200 00	1,216 26	629 09	500 08
Merchantville ..	1,527 26	6,300 61	759 17	7,586 04	3,527 38	681 10	150 00	1,626 00
Haddonfield ...	2,934 99	14,767 26	11,214 28	29,916 53	9,230 00	1,127 41	14,285 33	1,176 00
Chesterhurst ...	338 17	478 99	25	766 41	300 00	48 25	51 70	.....
Pensauken T..	2,211 31	3,964 17	8,329 17	14,504 65	7,000 00	1,232 50	5,310 41	1,364 76
Delaware T....	1,535 30	2,454 84	20 00	4,000 14	2,470 00	329 64	39 85	.....
Haddon T....	3,321 15	8,088 42	17,211 88	28,621 45	7,557 60	1,477 99	14,593 72	300 60
Centre T. ....	2,369 28	4,023 65	5,010 00	11,402 93	3,890 00	908 22	102 72	630 00
Gloucester T. .	5,024 12	3,540 06	4,336 22	17,969 40	7,238 34	854 52	1,900 00	692 00
Waterford T. .	2,724 89	4,049 23	2,142 45	8,926 42	4,892 55	899 01	173 12	736 00
Winslow T. ..	2,598 92	3,168 64	2 00	5,769 46	3,638 39	649 81	106 81	.....
Voorhees T. ..	1,019 47	1,000 00	40 83	2,060 10	1,532 50	274 26	103 71	.....
	\$121,200 71	\$349,824 44	\$57,858 68	\$428,881 81	\$229,701 81	\$40,428 06	\$54,406 75	\$21,384 81

## CAMDEN COUNTY.

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*State of New Jersey, for the School Year Ending June 30th, 1902.*

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended <sup>1</sup>	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	\$7,314 53	\$23,176 06	\$10,615 76	.....	.....	\$273,569 99	.....	\$5,796 24	.....	\$5,796 24
.....	.....	1,230 64	963 83	.....	.....	13,740 00	.....	.....	.....	.....
.....	.....	350 00	1,863 68	.....	.....	7,686 94	.....	.....	.....	.....
.....	.....	1,598 89	.....	.....	.....	28,824 43	.....	3,592 19	.....	3,592 19
.....	.....	18 30	43 06	.....	.....	521 20	.....	344 21	.....	244 21
.....	.....	632 94	2,882 41	.....	.....	13,924 01	.....	40 64	30 00	70 64
.....	.....	141 34	172 98	.....	191 20	3,244 96	.....	755 15	.....	755 15
.....	.....	1,008 57	3,101 23	.....	.....	23,334 61	.....	.....	236 84	236 84
.....	.....	197 22	624 18	.....	.....	6,110 44	.....	417 49	4,875 00	5,292 49
.....	.....	468 02	3,483 18	.....	.....	15,519 06	.....	.....	2,440 40	2,440 40
.....	.....	494 84	1,798 76	.....	.....	3,644 28	.....	332 14	.....	332 14
.....	.....	528 82	583 88	.....	.....	5,397 61	.....	364 85	.....	364 85
.....	.....	96 14	64 50	.....	.....	2,060 10	.....	.....	.....	.....
.....	\$7,314 53	\$29,748 28	\$25,692 42	.....	\$191 20	\$408,577 68	.....	\$11,581 91	\$7,832 24	\$19,414 15



## SCHOOL REPORT.

*Apportionment of School Moneys, by Districts, for the County of CAM-*

DISTRICTS.	Balance State and County Mon- eys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Camden City .....		\$5,795 24		\$25,594 27	\$1,111 96		\$175,000 00
Gloucester City .....				5,023 12	77 62		6,650 00
Merchantville Borough .....				1,852 72	24 89		4,850 00
Haddonfield Borough .....		3,592 19		4,239 07	45 66		6,800 00
Cheshurst Borough .....		244 21		273 23	4 00		225 00
Pensauken Township .....		40 64	\$30 00	4,037 78	44 04		500 00
Delaware Township .....		755 15		1,483 75	15 47		1,900 00
Haddon Township .....			294 24	4,110 05	46 62		6,475 00
Centre Township .....		417 42	4,875 00	2,212 82	22 02		2,845 00
Gloucester Township .....			2,440 40	6,327 63	50 57		4,145 00
Waterford Township .....		352 14		2,112 63	28 18		2,550 00
Winslow Township .....		254 85		2,504 24	27 72		2,900 00
Voorhees Township .....				1,603 25	11 10		225 00
		\$11,681 91	\$7,629 24	\$120,655 22	\$1,539 71		\$227,445 00

# CAMDEN COUNTY.

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*DBN, State of New Jersey for the School Year Ending June 30th, 1902.*

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repair- ing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Or- dered to be Raised.	Amount Received from Tempo- rary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	\$14,000 00	\$4,500 00	\$10,400 00	\$28,900 00	.....	.....	.....	\$297,401 80
.....	450 00	.....	1,100 00	8,850 00	.....	.....	.....	11,750 75
.....	600 00	.....	1,845 00	8,200 00	.....	.....	.....	8,077 41
.....	25 00	.....	.....	8,845 00	.....	.....	.....	18,830 96
.....	850 00	.....	1,580 00	250 00	.....	.....	.....	771 88
.....	.....	.....	.....	2,930 00	.....	.....	.....	7,052 46
.....	800 00	.....	735 00	1,900 00	.....	.....	.....	4,154 37
.....	150 00	.....	830 00	7,800 00	.....	.....	.....	12,246 51
.....	1,300 00	.....	980 00	2,625 00	.....	.....	.....	11,259 24
.....	250 00	.....	500 00	8,414 00	.....	.....	.....	16,232 00
.....	1,100 00	.....	.....	4,300 00	.....	.....	.....	7,839 96
.....	175 00	.....	.....	4,900 00	.....	.....	.....	6,890 91
.....	.....	.....	.....	1,000 00	.....	.....	.....	2,014 83
.....	\$21,400 00	\$4,500 00	\$17,540 00	\$280,914 00	.....	.....	.....	\$402,512 08

## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of CAMDEN,*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Camden City .....	10	5,009	4,528	12,534	81	5,383
Gloucester City .....	10	622	529	1,051	2	1,050
Merchantville Borough .....	10	161	169	331	4	1,573
Haddonfield Borough .....	10	261	252	513	4	1,179
Chesilhurst Borough .....	9	26	23	49	1	1,121
Pensauken Township .....	10	268	177	445	1	1,121
Delaware Township .....	9.7	115	106	221	1	1,121
Haddon Township .....	10	292	434	726	2	1,000
Centre Township .....	10	263	216	479	1	1,000
Gloucester Township .....	9.44	406	428	834	1	1,000
Waterford Township .....	9.42	302	283	585	2	1,000
Winslow Township .....	9	285	285	570	2	1,000
Voorhees Township .....	9.5	78	81	159	1	1,000
	9.90	9,147	8,612	12,759	156	20,044



## SCHOOL REPORT.

*Financial Report by Districts, for the County of CAPE MAY,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Anglesea .....	\$452 10	\$514 24	\$302 50	\$1,268 84	3880 68	242 53	260 39	2304 59
Avalon .....	234 00	468 70	15 87	718 57	270 00	88 05	.....	288 05
Cape May .....	3,957 24	4,928 31	21,302 08	30,188 63	5,062 75	1,062 22	2,022 22	2,852 59
Dennis Township..	4,790 59	3,899 85	4,580 00	13,270 44	7,210 00	272 78	4,373 47	215 00
Holly Beach.....	654 89	1,930 16	1,527 00	4,111 85	1,125 00	182 23	459 44	1,189 00
Lower Township..	1,492 00	1,936 30	.....	3,428 30	1,912 50	245 78	62 80	242 59
Middle Township .	3,144 68	2,812 77	1,799 59	7,857 04	4,779 25	385 62	427 29	.....
Ocean City.....	1,654 17	4,838 31	53 61	6,546 09	4,031 14	534 82	53 29	.....
Sea Isle City.....	731 52	1,576 49	.....	2,308 01	1,170 00	243 75	426 25	.....
Upper Township...	1,904 83	2,855 23	10 00	4,770 06	2,520 00	208 01	412 25	.....
West Cape May..	1,033 45	1,281 22	44 20	2,418 87	1,755 00	200 74	44 12	.....
Wildwood .....	55 89	1,496 20	7,000 00	8,552 09	450 00	112 65	7,000 00	148 75
	\$30,197 04	\$28,385 26	\$28,634 95	\$85,217 99	\$22,161 34	\$2,775 21	\$22,222 22	\$4,712 76

# CAPE MAY COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$48 11	\$28 50	.....	.....	\$1,254 82	.....	\$44 01	.....	\$44 01
.....	.....	.....	81 27	.....	.....	590 32	.....	128 05	.....	128 05
.....	285 52	721 44	297 36	.....	.....	\$1,417 73	\$0 00	5,457 24	2,250 86	8,767 90
.....	.....	419 92	589 99	.....	.....	12,287 16	.....	50 27	33 41	83 68
.....	.....	106 81	765 14	.....	.....	3,789 33	.....	81 83	230 70	322 53
.....	.....	154 48	106 77	.....	.....	3,206 61	.....	222 09	.....	222 09
.....	104 71	213 49	283 80	44 21	156 10	6,333 47	.....	.....	1,463 57	1,463 57
.....	.....	1,078 32	514 66	.....	.....	6,273 05	.....	323 04	.....	323 04
.....	.....	67 73	86 79	.....	.....	1,998 52	.....	311 49	.....	311 49
.....	.....	120 26	183 03	.....	.....	2,444 15	.....	326 01	.....	326 01
.....	.....	123 23	234 30	.....	.....	2,367 41	.....	61 48	.....	61 48
.....	.....	213 43	406 71	.....	.....	8,330 54	.....	222 25	.....	222 25
.....	\$290 23	\$2,263 22	\$2,002 82	\$44 21	\$156 10	\$71,440 31	\$90 00	\$7,739 34	\$4,978 34	\$12,777 68

*Apportionment of School Moneys, by Districts, for the County of CAPE*

DISTRICTS.	Balance State and County Mon- ey July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$200,000	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Anglesea .....		\$44 01		\$513 14	\$11 15		\$578 29
Avalon .....		128 85		234 22	2 26		375 33
Cape May.....	\$80 00	5,457 34	3,350 04	4,527 62	125 13		4,652 75
Dennis Township.....		50 27	22 41	5,517 30	172 02		5,689 32
Holly Beach.....		91 83	230 70	393 84	27 51		625 88
Lower Township.....		222 09		1,598 06	55 96		1,876 11
Middle Township .....			1,482 57	2,628 78	120 44		2,749 22
Ocean City.....		222 04		2,192 29	74 23		2,488 56
Sea Isle City.....		311 49		903 40	23 34		1,248 23
Upper Township.....		236 01		2,153 12	70 60		2,459 73
West Cape May.....		61 48		1,399 53	65 76		1,526 77
Wildwood .....		222 26		242 80	4 01		509 33
	\$80 00	\$7,729 34	\$4,978 34	\$23,735 58	\$749 20		\$32,292 12

**CAPE MAY COUNTY.**

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**MAY, State of New Jersey, for the School Year Ending June 30th, 1902.**

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	.....	.....	.....	.....	.....	\$1,174 30
.....	.....	.....	.....	.....	.....	.....	.....	788 74
.....	.....	.....	.....	.....	.....	.....	.....	21,722 01
.....	.....	.....	.....	.....	.....	.....	.....	11,086 50
.....	.....	.....	.....	.....	.....	.....	.....	2,923 88
.....	.....	.....	.....	.....	.....	.....	.....	3,267 13
.....	.....	.....	.....	.....	.....	.....	.....	8,012 86
.....	.....	.....	.....	.....	.....	.....	.....	7,833 04
.....	.....	.....	.....	.....	.....	.....	.....	2,049 85
.....	.....	.....	.....	.....	.....	.....	.....	4,299 00
.....	.....	.....	.....	.....	.....	.....	.....	2,572 75
.....	.....	.....	.....	.....	.....	.....	.....	1,869 06
\$1,750 00	\$500 00	.....	\$6,177 75	\$30,325 94	.....	.....	.....	\$67,629 30



*Report of Attendance, by Districts, for the County of CAPE MAY*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year
Angelsea .....	9	28	18	44	.....	147
Avalon .....	9	6	8	14	.....	77
Cape May .....	9	220	249	469	5	1,487
Holly Beach.....	9	68	71	139	.....	29
Dennis Township.....	9	407	397	804	6	1,260
Lower Township.....	9	113	121	234	.....	66
Middle Township.....	9	222	263	485	4	1,519
Ocean City.....	9	154	166	320	2	307
Sea Isle City.....	9	58	44	97	.....	413
Upper Township.....	9	129	117	246	.....	1,390
West Cape May .....	9	106	86	194	1	226
Wildwood .....	9	24	27	61	.....	111
.....	.....	1,633	1,666	2,697	18	2,876

CAPE MAY COUNTY.

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of New Jersey, for the School Year Ending June 30th, 1902.

Average Number on Roll	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade	Number of Pupils Enrolled in High School Grade	Number of Classes in School Grades or years.	Average Number of Pupils Trans-ported per day.	Number of Male Teachers Em-ployed	Number of Female Teachers Em-ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
33	37	81.8		14	30	.....	11				24	23
13	11	84.6		10	3		10				21	21
341	304	89.1	38	232	151	38	13				23	23
79	68	81		87	49	2	12				22	22
570	478	83.9	80	470	230	24	13				23	23
133	107	80.4		113	114	1	10				24	23
287	249	87		261	191	33	13				23	23
310	197	63.6		191	36	43	11				13	23
81	53	67		67	39	1	11				23	23
165	143	86.6	4	117	122	1	11				24	23
121	115	95		92	99	3	11				24	23
29	26	89	2	23	20	1	9				23	23
2,063	1,773	86.6	120	1,632	1,124	171	13	.....	30	43	54 20	43 43

*Financial Report by Districts, for the County of CUMBERLAND,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Including Debt and Interest.	Amount Expended for Debt and Interest.
Deerfield .....	\$3,515 20	\$3,312 78	\$49 22	\$6,877 20	\$4,496 31	\$303 26	\$414 21	\$345 00
Downe .....	2,337 51	2,220 57	.....	4,558 08	3,223 00	433 36	.....	155 70
Commercial .....	3,030 37	3,565 00	437 50	7,032 87	5,232 00	586 32	305 31	.....
Fairfield .....	1,727 53	1,864 59	1,100 00	4,492 12	2,790 00	368 31	129 23	724 20
Lawrence .....	2,531 48	3,119 64	20 18	5,671 30	3,489 01	452 29	134 06	.....
Greenwich .....	1,550 76	5,483 53	81 41	7,095 70	2,410 00	453 07	1,477 75	2,089 54
Hopewell .....	2,463 89	2,420 00	303 94	5,091 83	3,750 00	281 00	228 37	313 03
Landis .....	9,512 23	19,848 71	3,563 78	32,924 72	16,103 20	2,451 54	477 33	9,886 72
Maurice River....	2,507 64	3,133 24	37 22	5,723 40	3,965 00	190 29	.....	430 00
Stow Creek.....	747 17	1,109 72	179 31	2,036 20	974 97	118 04	53 89	.....
City of Bridgeton	12,912 23	22,756 62	82 24	35,751 09	21,630 50	3,518 61	5,928 77	.....
City of Millville..	12,123 09	15,951 91	1,284 23	29,359 23	21,441 00	2,803 21	1,412 55	.....
Totals .....	\$55,218 55	\$84,514 59	\$12,050 20	\$151,783 34	\$89,053 99	\$12,095 29	\$10,587 55	\$14,005 14

# CUMBERLAND COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	3528 01	2436 39	227 50	.....	\$4,556 67	.....	\$208 79	\$11 50	\$221 23
.....	.....	268 18	325 83	.....	.....	4,498 83	.....	9 45	.....	9 45
.....	.....	291 82	458 81	.....	.....	6,975 67	.....	.....	57 20	57 20
.....	.....	273 14	147 72	.....	.....	4,435 10	.....	57 22	.....	57 22
.....	.....	368 57	606 91	.....	.....	6,036 84	.....	622 23	51	624 44
.....	.....	222 20	422 28	.....	.....	7,056 90	.....	29 80	.....	29 80
.....	332 01	1,641 89	2,093 86	.....	\$55 00	23,579 25	.....	2,452 24	1,006 01	4,548 25
.....	.....	328 12	261 82	20 69	.....	5,091 82	.....	.....	.....	.....
.....	.....	441 78	421 77	.....	.....	5,858 92	.....	5,948 00	.....	5,948 00
.....	.....	128 91	50 00	.....	.....	1,333 81	.....	622 89	80 00	702 89
.....	.....	2,208 75	1,156 27	.....	.....	24,602 80	.....	1,171 80	78 54	1,243 34
.....	.....	1,547 32	304 36	.....	.....	27,568 44	.....	1,788 97	22 12	1,800 79
.....	332 01	\$8,281 50	\$4,899 29	\$48 19	\$55 00	\$12,334 04	.....	\$2,086 40	\$1,252 33	\$3,339 23

Apportionment of School Moneys, by Districts, for the County of CUMBER-

DISTRICTS.	Balance State and County Mon- eys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including State School Tax and \$300,000	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances	Amount of District Tax Voted for Current Expenses.
Deerfield .....		\$309 72	\$11 80	\$3,489 93	\$88 65		\$2,717 00
Downs .....		9 46		2,308 35	62 07		1,975 00
Commercial .....			57 20	2,137 23	108 07		3,310 00
Fairfield .....		57 32		1,574 04	65 15		1,500 00
Lawrence .....		533 93	61	2,098 35	80 04		1,900 00
Greenwich .....		39 80		1,573 15	43 00		1,250 00
Hopewell .....				2,543 64	68 15		1,380 00
Landis .....		2,453 34	1,095 01	10,294 90	308 60		13,700 00
Maurice River .....		69 48		2,522 89	64 97		2,400 00
Stow Creek .....		612 89	80 00	689 76	18 10		700 00
City of Bridgeton....		1,171 80	76 64	12,902 41	463 03		19,184 56
City of Millville.....		1,788 67	82 12	12,626 58	415 41		13,568 01
Totals .....		\$8,086 40	\$1,252 58	\$55,880 25	\$1,788 13		\$68,255 57

# CUMBERLAND COUNTY.

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*LAND, State of New Jersey, for the School Year Ending June 30th, 1902.*

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	\$400 00	.....	\$350 00	\$3,487 00	.....	.....	.....	.....
.....	100 00	.....	.....	2,075 00	.....	.....	.....	4,454 90
.....	250 00	.....	.....	3,560 00	.....	.....	.....	6,962 50
.....	100 00	.....	.....	1,800 00	\$1,000 00	.....	.....	4,386 51
.....	400 00	.....	.....	3,200 00	.....	.....	.....	4,992 83
.....	100 00	.....	.....	2,350 00	.....	.....	.....	4,005 84
.....	300 00	.....	.....	2,480 00	.....	.....	.....	5,072 79
.....	600 00	600 00	3,400 00	18,300 00	.....	.....	.....	33,351 94
.....	100 00	.....	630 00	3,135 00	.....	.....	.....	5,717 84
.....	75 00	.....	.....	775 00	.....	.....	.....	2,185 78
.....	1,000 00	.....	.....	20,184 64	.....	.....	.....	34,738 24
.....	1,500 00	.....	.....	15,059 01	.....	.....	.....	29,900 79
.....	\$4,835 00	\$500 00	\$4,380 00	\$75,080 57	\$1,000 00	.....	.....	\$149,076 39

## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of CUMBERLAND,*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Deerfield .....	9	622	408	1,030		1,030
Downe .....	9	229	212	441		441
Commercial .....	9	244	204	448	15	1,044
Fairfield .....	9	179	200	379		748
Laurence .....	9	189	180	369		337
Greenwich .....	9	147	158	305		719
Hopewell .....	9	262	228	490		2,541
Landis .....	9	270	277	547	20	4,724
Maurice River .....	9	268	214	482		1,729
Stow Creek .....	9	101	78	179		1,212
City of Bridgeton.....	10	1,373	1,223	2,596	17	5,222
City of Millville.....	10	1,027	1,183	2,210	22	5,099
Totals .....		5,408	5,440	10,848	87	21,079





*Financial Report by Districts, for the County of ESSEX, State*

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Belleville	\$10,257 49	\$14,237 27	\$135 00	\$ 24,630 76	\$14,425 00	\$1,800 00	\$506 98	\$3,735 00
Bloomfield	12,127 74	50,600 00	790 30	70,508 06	37,640 61	7,064 07	1,228 62	9,100 00
Caldwell								
Borough	3,023 21	4,161 10	11 75	7,196 06	5,525 00	446 90	222 71	.. . . .
Township	1 232 18	1,378 07	15 54	2,576 81	1,500 00	211 41	147 06	.. . . .
E. Orange	36,496 61	101,308 39	10,430 29	148,230 29	88,154 32	11,246 45	8,354 85	19,948 50
Glen Ridge	3,393 95	12,264 98	7,832 22	22,981 15	8,000 00	1,399 36	6,870 13	3,300 00
Irvington	9,803 83	13,928 39	20,324 51	44,056 73	16,160 00	2,367 06	17,571 53	1,962 50
Livingston	2,801 42	2,555 59	819 44	6,176 45	4,350 00	379 85	631 60	24 73
Milburn ..	5,564 14	9,618 26	2,117 65	17,200 05	9,025 00	1,409 45	1,153 30	3,960 00
Montclair	29,308 94	92,030 88	7,101 04	128,740 86	71,512 82	10,087 22	7,389 97	16,380 00
Nutley ..	8,382 26	17,830 21	29,430 81	55,643 28	14,080 50	2,979 60	30,120 05	5,479 00
Orange ..	38,557 33	49,308 00	1,529 97	89,395 30	58,159 96	4,023 35	4,557 73	9,955 00
S. Orange	9,403 30	27 225 58	4,134 88	40 763 76	19 798 00	2,298 74	1,483 25	2 050 00
Valhburg	5,385 07	7,631 48	30 00	13,046 55	8,055 50	1,274 52	741 36	1,675 00
Verona ..	3,134 27	4,317 13	40 00	7,511 40	5,325 00	538 19	328 05	500 00
W. Orange	13,207 10	33,319 12	912 41	46,339 63	35,511 87	5,144 11	2,589 88	5,545 00
Newark ..	377,084 00	562,600 00	25,811 99	965,397 99	668,417 61	80,369 53	56,481 26	.....
	\$578,234 87	\$992,846 45	\$111,280 82	\$1,680,362 14	\$1,051,642 00	\$135,179 60	\$142,708 58	\$83,617 75

# ESSEX COUNTY.

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of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$1,154 52	\$2,024 26	.....	.....	\$23,648 96	.....	\$545 20	\$136 00	\$981 90
.....	.....	8,274 16	2,970 89	260 00	.....	88,527 85	.....	2,524 91	455 30	3,980 21
.....	.....	278 72	278 27	.....	.....	8,847 60	.....	348 46	.....	348 46
.....	.....	145 77	100 42	.....	.....	2,104 66	.....	469 01	3 14	472 15
.....	4,558 69	5,857 83	5,783 12	.....	.....	148,903 76	.....	1,122 56	3,193 97	4,338 53
.....	818 51	469 67	1,796 38	.....	.....	22,852 05	.....	129 10	.....	129 10
.....	.....	1,739 23	2,468 73	.....	.....	42,169 09	.....	785 77	1,101 87	1,887 64
.....	.....	273 51	215 12	193 00	.....	6,068 21	.....	106 24	.....	106 24
.....	.....	833 54	769 11	102 00	.....	17,151 90	.....	48 15	.....	48 15
.....	7,540 51	2,161 99	9,861 85	.....	.....	126,406 37	.....	2,235 48	.....	3,235 48
.....	.....	1,334 01	1,870 71	.....	.....	55,572 67	.....	79 98	41 45	120 43
.....	1,811 19	2,609 58	4,893 64	.....	.....	88,310 96	.....	.....	961 85	961 36
.....	2,315 50	2,272 13	1,783 00	.....	.....	31,980 62	.....	7,726 78	1,056 88	8,783 14
.....	.....	427 84	457 67	.....	.....	12,831 78	.....	194 76	30 00	214 76
.....	.....	564 81	212 26	.....	.....	7,478 31	.....	23 09	.....	88 09
.....	.....	2,228 86	2,392 40	1,050 00	.....	44,459 72	.....	1,879 91	.....	1,879 91
.....	11,839 71	35,891 53	79,187 19	.....	.....	231,386 83	.....	24,011 18	.....	24,011 18
.....	\$31,902 11	\$44,811 00	\$117,044 52	\$1,596 00	.....	\$1,628,700 44	.....	\$44,642 24	\$6,999 46	\$51,641 70

*Apportionment of School Moneys, by Districts, for the County of ESSEX,*

DISTRICTS.	Balance State and County Mon- ey: July 1st, 1901.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ance.	Amount of District Tax Voted for Current Expenses.
Belleville .....		\$345 90	\$128 00	\$10,319 35			\$2,258 00
Bloomfield .....		2,524 91	455 30	21,189 85			22,500 00
Caldwell Borough .....		248 48		3,764 35			4,000 00
Caldwell Township .....		400 01	8 14	1,898 55			700 00
East Orange .....		1,122 58	2,123 97	40,820 98			43,173 04
Glen Ridge .....		129 10		4,050 28			10,000 00
Irvington .....		785 77	1,101 87	12,239 81			12,110 00
Livingston .....		108 24		3,441 97			2,050 00
Milburn .....		48 15		5,932 22			7,520 00
Montclair .....		2,235 48		24,185 66			62,214 24
Nutley .....		78 98	41 45	8,783 55			10,000 00
Orange .....			981 35	27,176 27			40,000 00
South Orange .....		7,728 78	1,054 23	10,088 45			15,000 00
Valleburgh .....		184 78	80 00	5,421 98			6,075 00
Verona .....		33 09		3,854 50			3,700 00
West Orange .....		1,879 91		16,459 51			28,500 00
Newark .....		24,011 18		415,502 79			545,000 00
		\$44,643 24	\$2,999 48	\$444,008 78			\$554,148 28

# ESSEX COUNTY.

379

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	\$900 00	.....	\$2,322 00	\$12,222 00	.....	.....	.....	\$24,484 22
.....	.....	.....	5,980 00	42,480 00	.....	.....	.....	69,628 98
.....	1,500 00	.....	.....	5,500 00	.....	.....	.....	9,612 71
.....	300 00	.....	.....	960 00	.....	.....	.....	2,820 70
.....	7,000 00	2,500 00	25,517 50	102,936 54	.....	.....	2,500 00	156,844 08
.....	.....	500 00	3,820 00	14,120 00	.....	.....	500 00	19,399 24
.....	1,500 00	.....	2,535 00	17,145 00	.....	.....	.....	21,272 45
.....	280 00	.....	.....	3,300 00	.....	.....	.....	6,850 21
.....	.....	.....	2,000 00	11,180 00	.....	.....	.....	17,160 27
\$4,500 00	2,500 00	4,250 00	18,542 50	100,106 84	.....	.....	4,250 00	141,877 98
.....	1,150 00	.....	2,022 00	14,222 00	.....	.....	.....	22,691 98
\$1,000 00	\$1,000 00	2,125 00	11,410 00	95,535 00	.....	.....	2,125 00	195,518 62
.....	.....	1,000 00	2,280 00	19,280 00	.....	.....	1,000 00	29,129 59
.....	.....	.....	1,625 00	7,700 00	.....	.....	.....	14,346 74
.....	500 00	.....	.....	4,200 00	.....	.....	.....	3,087 06
.....	2,500 00	1,000 00	5,455 00	22,455 09	.....	.....	1,000 00	51,794 42
.....	.....	5,000 00	.....	550,000 00	.....	.....	5,000 00	994,512 95
\$2,500 00	\$64,700 00	\$18,275 00	\$92,306 00	\$1,085,029 28	.....	.....	\$18,275 00	\$1,747,122 24

*Report of Attendance, by Districts, for the County of ESSEX,*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year
Belleville .....	10	540	512	1,052	6	109
Bloomfield .....	10	955	981	1,936	14	1,305
Caldwell Borough .....	10	185	183	368	10	100
Caldwell Township .....	10	109	71	177	1	51
East Orange .....	10	2,026	2,143	4,169	57	1,125
Glen Ridge .....	10	169	182	350	3	127
Irvington .....	10	576	805	1,381	21	104
Livingston .....	10	123	130	253	2	34
Milburn .....	10	228	222	450	2	1,575
Montclair .....	10	1,438	1,401	2,839	56	4,704
Nutley .....	10	416	400	816	17	1,004
Orange .....	10	1,868	1,848	3,716	63	1,126
South Orange .....	10	417	383	800	39	109
Vailsburg .....	10	312	293	605	13	67
Varona .....	10	191	192	383	8	76
West Orange .....	10	727	705	1,432	23	1,002
Newark .....	10	20,054	20,565	40,619	746	21,306
	10	29,329	29,799	59,128	1,000	51,001

# ESSEX COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tar- diness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergarten.	Number of Pupils Enrolled in Pri- mary Grade	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School Grades or years.	Average Number of Pupils Trans- ported per day	Number of Male Teachers Em- ployed	Number of Female Teachers Em- ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.82	753	665	88	85	664	255	48	30	...	1	23	\$160 00	\$55 82
.70	1,461	1,343	91	342	596	477	122	57	...	9	51	90 55	68 27
.60	284	253	85	51	157	77	43	16	...	1	8	130 00	50 81
.98	106	98	87	0	119	58	0	24	...	3	0	50 00	...
.07	3,296	3,066	93	439	2,112	1,138	480	94	...	13	104	183 07	65 10
.35	277	254	91	64	188	72	28	13	...	1	12	140 00	59 16
.12	935	853	91	0	784	370	47	22	...	2	24	125 00	66 25
.55	201	174	86	0	184	94	35	35	...	2	7	60 00	45 00
.55	201	174	86	0	134	94	35	35	...	7	7	60 00	45 00
.60	321	299	92	42	224	149	85	22	...	1	14	150 00	63 57
.54	2,279	2,146	94	405	1,375	738	321	80	...	11	86	106 06	69 41
.29	587	505	89	122	478	180	36	23	...	3	21	115 00	64 76
.14	2,753	2,533	91	535	2,225	754	292	70	...	9	80	126 77	66 98
.24	634	593	93	53	337	296	115	38	...	6	22	115 83	64 69
.28	456	424	94	80	329	196	0	10	...	1	14	150 00	44 46
.42	272	241	88	0	294	69	30	21	...	2	7	92 50	49 64
.28	993	909	91	197	794	381	60	50	...	4	29	100 00	55 64
.14	31,831	29,764	90	6,638	24,261	8,260	1,260	519	...	119	890	101 45	61 99
.34	44,399	44,114	91	9,053	35,420	13,623	2,960	1,450	45	187	1,402	\$108 90	\$61 16

*Financial Report by Districts, for the County of GLOUCESTER,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairs, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Clayton .....	\$1,808 78	\$2,292 48	\$532 40	\$5,432 61	\$2,982 50	\$519 21	\$164 87	\$86 90
Deptford .....	2,490 85	4,700 72	21 00	7,212 89	4,494 78	614 08	194 40	1,086 88
East Greenwich ..	1,218 09	1,852 01	.....	2,871 70	1,900 00	83 67	21 23	.....
Elk .....	1,218 09	1,074 86	40 00	2,334 55	1,305 00	98 32	.....	.....
Franklin .....	3,395 54	2,227 07	43 21	5,665 82	4,059 00	208 32	184 44	73 58
Glassboro .....	3,792 05	3,654 89	2,256 23	9,704 17	4,890 75	616 25	620 44	1,646 98
Greenwich .....	2,648 23	3,905 71	.....	6,642 94	3,780 00	651 55	.....	736 98
Harrison .....	2,600 92	2,367 85	855 22	5,874 69	4,127 75	415 55	345 64	1 00
Logan .....	1,910 01	2,128 85	129 40	5,296 26	2,902 50	372 97	.....	1,025 98
Mantua .....	2,737 90	2,711 93	.....	5,449 73	4,425 00	222 96	120 53	.....
Munroe .....	2,226 90	2,545 74	2,901 40	9,674 04	5,308 15	575 00	1,210 00	3,956 98
South Harrison ..	1,256 34	1,629 53	815 51	3,611 28	1,670 00	66 82	52 42	690 98
Washington .....	1,697 75	1,396 26	20 00	3,114 01	2,142 00	244 98	18 30	.....
Wenonah .....	922 92	2,138 34	596 04	3,726 30	1,822 00	254 00	.....	596 25
West Deptford ..	1,830 28	4,329 66	51 00	6,210 74	2,230 00	270 12	350 00	527 98
Woodbury .....	6,129 84	10,173 49	407 78	16,721 11	10,502 00	1,720 79	522 63	1,957 98
Woolwich .....	2,445 70	2,512 18	564 22	5,522 24	3,541 00	529 51	199 21	47 98
	\$42,272 06	\$54,429 22	\$9,806 21	\$106,005 70	\$64,822 40	\$7,721 29	\$3,872 81	\$9,989 98

# GLOUCESTER COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$258 18	259 75	.....	.....	\$5,357 21	.....	.....	246 40	246 40
.....	.....	687 84	286 40	.....	.....	7,139 94	.....	23 45	.....	23 45
.....	.....	112 63	286 64	.....	.....	2,310 17	.....	541 53	.....	541 53
.....	.....	124 80	106 24	.....	.....	1,934 96	.....	699 59	.....	699 59
.....	.....	473 42	1,331 29	229 50	45 40	6,583 48	1 56	77 21	1 59	83 46
.....	.....	498 71	1,543 70	.....	.....	9,583 85	.....	120 22	.....	120 22
.....	.....	386 73	639 91	.....	.....	6,084 19	.....	559 75	.....	559 75
.....	.....	398 20	616 44	.....	.....	5,790 66	.....	.....	94 12	44 12
.....	.....	447 73	513 63	.....	.....	5,367 83	.....	30 43	.....	30 43
.....	.....	276 27	191 70	.....	.....	5,311 46	.....	133 27	.....	133 27
.....	.....	275 00	606 28	.....	.....	9,374 43	.....	299 61	.....	299 61
.....	.....	146 06	991 78	.....	.....	3,607 17	.....	.....	4 11	4 11
.....	.....	292 72	186 37	.....	.....	2,863 27	.....	250 74	.....	250 74
.....	.....	183 92	63 65	.....	.....	2,814 32	.....	283 09	527 39	210 48
.....	.....	301 00	590 93	.....	.....	5,379 56	.....	931 12	.....	931 12
.....	.....	896 75	510 87	.....	.....	15,823 54	.....	272 84	26 93	899 57
.....	.....	224 78	865 43	.....	.....	5,367 03	2 01	48 04	104 16	155 21
.....	.....	\$5,728 72	\$9,395 41	\$229 50	\$45 40	\$100,362 47	\$4 57	\$4,994 95	\$204 71	\$5,004 22



Apportionment of School Moneys, by Districts, for the County of GLOUCESTER

DISTRICT.	Balance State and County Mon- eys July 1st, 1902	Balance District Tax July 1st, 1902	Balance Received from Other Sources July 1st, 1902	Amount Apportioned from State Appropriation, Including School Tax and \$300,000	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Clayton .....			\$45 40	\$2,536 45	\$128 89		\$2,200 00
Deptford .....		25 45		2,714 81	120 30		2,050 00
East Greenwich.....		561 53		1,046 33	41 46		1,150 00
Elk .....		699 59		1,063 56	44 36		550 00
Franklin .....	\$1 56	77 31	3 59	2,232 36	106 41		1,000 00
Glaseboro .....		120 32		2,601 32	161 77		2,440 00
Greenwich .....		559 75		2,604 10	135 33		2,675 00
Harrison .....			94 13	2,826 45	106 43		1,750 00
Logan .....		20 43		1,876 56	66 74		1,950 00
Mantua .....		138 27		2,683 82	115 09		2,800 00
Monroe .....		399 61		2,578 49	134 33		2,385 00
South Harrison .....			4 11	1,362 25	44 14		870 00
Washington .....		350 74		1,577 59	63 55		1,000 00
Wenonah .....		383 09	527 39	1,073 44	46 96		1,800 00
West Deptford .....		931 16		2,141 02			2,705 00
Woodbury .....		872 64	25 93	6,449 48	384 18		7,720 00
Woolwich .....	\$ 01	48 04	104 16	2,801 64	121 43		1,785 00
	\$4 57	\$4,694 26	\$904 71	\$43,363 67	\$1,811 50		\$39,080 00

# GLOUCESTER COUNTY.

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*TER, State of New Jersey, for the School Year Ending June 30th, 1902.*

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	350 00	.....	.....	\$2,200 00	.....	.....	.....	\$4,900 84
.....	.....	.....	.....	3,300 00	.....	.....	.....	6,157 58
.....	.....	.....	.....	1,150 00	.....	.....	.....	2,799 22
.....	.....	.....	.....	550 00	.....	.....	.....	2,357 51
.....	300 00	.....	150 00	1,950 00	.....	.....	.....	6,871 13
.....	50 00	.....	2,250 00	3,840 00	.....	.....	.....	7,723 31
.....	.....	.....	728 00	3,401 00	.....	.....	.....	6,700 12
.....	350 00	.....	.....	2,100 00	.....	.....	.....	6,132 01
.....	.....	.....	1,060 00	2,000 00	.....	.....	.....	4,972 73
.....	.....	.....	.....	2,800 00	.....	.....	.....	6,727 18
.....	800 00	.....	\$22 00	4,417 00	.....	.....	.....	3,729 48
.....	100 00	.....	520 00	1,500 00	.....	.....	.....	2,810 50
.....	.....	.....	.....	1,000 00	.....	.....	.....	2,891 88
.....	.....	.....	500 00	2,300 00	.....	.....	.....	4,335 73
.....	250 00	.....	800 00	3,555 00	.....	.....	.....	6,712 25
.....	800 00	.....	1,680 00	10,000 00	.....	.....	.....	17,631 21
\$100 00	575 00	.....	40 00	2,500 00	.....	.....	.....	5,678 82
\$100 00	\$2,975 00	.....	\$7,453 00	\$49,563 00	.....	.....	.....	\$100,542 40

## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of GLOUCESTER,*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year
Clayton .....	10	284	196	480	1	1
Deptford .....	10	286	251	498	.....	1
East Greenwich .....	8	94	86	180	.....	1
Elk .....	9	94	78	172	.....	2
Franklin .....	9	231	273	504	.....	2
Glassboro .....	10	248	300	546	.....	1
Greenwich .....	8	257	247	504	.....	1
Harrison .....	9 5	203	212	415	.....	1
Legan .....	9	186	260	336	.....	1
Mantra .....	10	201	221	422	.....	1
Monroe .....	9 5	214	282	596	.....	1
South Harrison .....	9	72	276	148	.....	4
Washington .....	9	129	132	261	.....	1
Wenonah .....	10	65	75	140	.....	1
West Deptford .....	10	186	198	383	.....	1
Woodbury .....	10	474	423	907	.....	2
Woolwich .....	9	272	224	497	.....	9
	9.47	3,542	3,434	6,977	23	20,272

*State of New Jersey for the School Year Ending June 30th, 1902.*

Average Number of Cases of Tar- diness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Pri- mary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School	Average Number of Pupils Trans- ported per day	Number of Male Teachers Em- ployed.	Number of Female Teachers Em- ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.46	290	253	87.24	.....	309	107	4	214	.....	3	3	\$38 00	\$38 57
.43	295	255	86.44	.....	281	202	3	237	.....	4	4	52 14	41 13
1.03	123	112	91.06	.....	118	82	.....	99	.....	1	1	64 03	49 30
.63	105	90	85.71	.....	93	79	.....	87	.....	1	1	36 83	32 37
.88	301	250	82.5	.....	378	124	2	301	.....	4	4	45 78	38 44
1.27	355	328	90.87	.....	374	187	5	84	.....	3	3	68 00	38 87
1.46	345	309	89.56	.....	267	237	.....	139	.....	1	1	82 26	44 66
.6	328	199	60.66	.....	215	194	4	240	.....	2	2	53 87	39 28
.79	187	147	78.02	.....	250	84	.....	178	.....	2	2	68 08	34 21
.4	283	238	84.09	.....	205	114	3	215	.....	1	1	72 32	48 26
.83	388	323	83.76	.....	501	89	6	150	.....	3	3	62 68	43 09
.49	112	101	90.17	.....	80	83	.....	130	.....	3	3	45 54	33 62
.68	153	140	91.06	.....	172	89	.....	147	.....	3	3	42 11	41 46
.79	108	100	92.59	.....	97	38	5	65	.....	1	1	77 77	44 44
1.24	226	192	84.46	.....	268	117	.....	170	.....	1	1	57 08	43 86
.77	683	600	87.84	.....	574	237	48	238	.....	2	2	87 30	44 79
.83	306	280	91.06	.....	362	139	6	161	.....	1	1	38 13	39 02
66	4,433	3,915	88.31	.....	4,708	2,185	84	2,358	4	34	129	\$59 30	\$40 94

*Financial Report by Districts, for the County of HUDSON,*

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Bayonne ..	\$51,974 02	\$85,000 00	\$27,335 83	\$164,311 85	\$96,744 80	\$15,772 29	\$28,815 80	.. ..
E. Newark	2,461 23	9,773 67	1,830 08	15,064 98	5,000 00	1,100 00	461 50	\$4,623 48
Guttenberg	6,198 79	4,075 00	7,153 28	17,427 17	6,458 00	1,247 20	962 03	7,213 23
Harrison ..	10,694 98	30,099 84	110 00	30,904 82	13,705 01	2,103 86	971 22	11,340 09
Hoboken ..	74,333 85	105,563 52	5,802 77	185,699 14	185,096 02	18,687 11	4,554 39	.. ..
Jersey City	236,160 98	573,913 45	217,698 58	1,027,772 01	423,712 68	43,968 17	172,306 71	22,256 00
Kearny ...	15,015 51	39,283 28	24,917 97	79,196 71	28,063 00	5,098 42	1,911 07	10,725 08
N. Bergen.	12,306 90	27,493 09	41,563 18	82,363 17	19,076 60	2,600 00	1,500 00	3,895 08
Secaucus	2,768 47	2,750 00	1,530 12	7,048 59	3,850 00	298 45	62 95	1,105 00
T. of Union	30,718 97	30,609 15	2,329 77	63,657 89	34,196 84	4,951 15	333 32	6,100 00
Weehawken	6,028 02	23,906 60	70,738 10	115,672 82	16,587 03	4,512 08	51,070 86	6,020 00
W. Hoboken	29,612 42	22,339 97	748 26	62,701 65	42,751 87	6,066 69	2,383 03	.....
West New York ...	7,861 02	11,531 30	.....	19,392 32	10,070 00	2,257 24	.....	1,225 00
	\$477,137 86	\$983,217 72	\$401,796 04	\$1,862,150 71	\$537,211 85	\$110,847 76	\$276,822 06	\$72,531 82

# HUDSON COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
	\$7,056 10	\$8,381 10	.....	.....	\$159,770 09	.....	\$512 71	\$4,022 05	\$4,541 76
	1,113 58	2,387 85	.....	.....	14,575 87	.....	483 44	85	489 09
	599 85	408 74	.....	.....	16,896 20	.....	480 87	110 00	570 87
	1,110 17	1,614 87	.....	.....	30,844 82	.....	.....	80 00	80 00
	8,889 25	19,642 20	.....	.....	185,678 97	.....	.....	19 97	19 97
	17,406 40	16,344 58	.....	.....	695,981 54	50 00	281,446 12	71,295 34	332,791 47
	1,782 29	24,866 52	.....	.....	72,445 30	.....	4,609 76	2,141 65	6,751 41
	2,500 00	12,637 84	100 00	.....	49,209 84	.....	8,728 49	24,425 34	33,153 83
	284 29	492 49	.....	.....	6,068 18	.....	936 96	23 45	960 41
\$589 37	2,747 59	2,617 45	.....	.....	51,035 42	.....	2,522 47	.....	2,522 47
	2,529 92	2,015 59	500 00	.....	95,235 59	.....	10,373 13	10,064 90	20,437 03
	5,811 90	4 612 41	.....	.....	62,631 70	.....	.....	89 95	89 95
	2,240 44	3,299 65	.....	.....	12,292 31	.....	100 00	.....	100 00
\$589 37	\$64,879 78	\$106,303 29	\$600 00	.....	\$1,459,685 35	\$50 00	\$220,179 06	\$112,239 20	\$402,468 26

*Apportionment of School Moneys, by Districts, for the County of HUD.*

DISTRICTS.	Balance State and County Mon- ey July 1st, 1901.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Bayonne ..		\$513 71	\$4,028 06	\$54,273 73			\$85,000 00
East Newark ..		488 44	65	3,442 46			7,125 00
Guttenberg ..		460 97	110 00	8,628 86			4,050 00
Harrison ..			80 00	8,723 24			7,559 84
Hoboken ..			19 77	81,302 57			107,566 75
Jersey City ..	\$50 00	261,446 13	71,296 34	248,753 18			552,187 00
Kearny ..		4,609 76	2,141 66	18,135 04			19,264 96
North Bergen ..		3,728 49	24,426 24	14,607 14			18,600 00
Secaucus ..		334 96	23 46	2,710 22			2,575 00
Town of Union ..		2,523 47		23,911 92			23,900 00
Wachawken ..		10,372 13	10,064 90	7,743 46			23,150 00
West Hoboken ..			69 96	36,145 91			30,000 00
West New York ..		100 00		8,146 08			10,306 36
	\$50 00	\$290,179 06	\$112,239 20	\$516,529 60			\$887,124 86

# HUDSON COUNTY.

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SON, State of New Jersey for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	.....	\$35,000 00	.....	.....	.....	\$145,815 53
.....	800 00	.....	4,500 00	12,225 00	.....	.....	.....	16,166 56
.....	200 00	.....	.....	4,250 00	.....	.....	.....	11,450 83
\$800 00	700 00	.....	11,340 00	20,190 84	.....	.....	.....	13,983 08
.....	5,000 00	.....	.....	112,566 75	.....	.....	.....	193,889 06
15,000 00	122,836 38	.....	39,755 00	300,778 38	.....	.....	.....	1,332,323 01
2,800 00	1,800 00	.....	.....	22,864 98	.....	.....	.....	47,761 41
.....	1,500 00	.....	3,695 00	20,995 00	.....	.....	.....	58,765 87
.....	300 00	.....	1,100 00	3,975 00	.....	.....	.....	7,645 83
.....	1,000 00	.....	4,950 00	29,850 00	.....	.....	.....	56,284 39
.....	1,000 00	.....	9,520 00	23,670 00	.....	.....	.....	61,850 49
.....	.....	.....	.....	30,000 00	.....	.....	.....	66,315 96
.....	.....	.....	1,325 00	11,531 30	.....	.....	.....	19,776 38
\$12,400 00	\$205,936 36	.....	\$75,385 00	\$1,187,906 21	.....	.....	.....	\$2,106,898 17



## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of HUDSON,*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Cases of Tardiness during the year.	Number of Pupils neither Absent nor Tardy during the year.	Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll
Bayonne .. . . .	10	3,189	3,025	6,214	20	4,435	1.675	4,541
East Newark .. . . .	10	250	251	501	0	772	5	304
Guttenberg .. . . .	10	446	517	963	7	210	.076	574
Harrison .. . . .	10	563	540	1,103	3	397	.296	740
Hoboken .. . . .	10	4,776	4,732	9,508	264	1,600	.726	7,657
Jersey City .. . . .	10	14,717	15,230	29,947	1,400	14,332	.013	23,640
Kearny .. . . .	10	1,143	1,078	2,224	51	2,012	.21	1,721
North Bergen .. . . .	10	266	241	507	5	2,066	14	1,148
Secaucus .. . . .	10	162	162	320	15	963	.79	360
Town of Union .. . . .	10	1,533	1,585	3,118	27	382	04	2,426
Weehawken .. . . .	10	524	516	1,050	11	1,433	57	850
West Hoboken .. . . .	10	2,540	2,427	4,967	26	2,764	29	3,622
West New York .. . . .	10	623	581	1,214	2	1,122	22	671
Totals .. . . .	10	31,458	31,644	63,102	1,964	23,518	.434	48,096

# HUDSON COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School Grades or years.	Average Number of Pupils Transported per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
4,111	905	134	4,418	1,496	188	158		20	167	\$134 78	\$59 73
279	91	.....	488	63	0	8		2	9	120 00	51 93
613	90	.....	758	205	0	14		1	14	111 68	40 21
668	90	.....	820	284	0	16		2	15	146 01	60 14
7,159	94	.....	7,682	1,640	227	187		7	194	175 00	85 65
22,348	94	379	21,448	7,448	671	555		28	613	235 82	68 18
1,671	92	.....	1,241	799	84	45		4	48	141 83	45 56
1,201	91	.....	1,566	821	10	40	5	7	31	101 93	45 30
235	91	.....	261	69	0	7		2	5	82 73	47 12
2,296	95	302	1,914	796	206	56		3	49	116 06	54 88
797	94	300	540	310	0	23	80	2	24	124 70	71 01
3,365	93	690	3,095	1,095	87	75		5	83	138 74	54 64
790	91	.....	1,023	188	2	18		3	16	102 57	57 92
46,334	917	1,805	45,302	14,739	1,456	1,202	85	90	1,263	\$157 12	\$59 29

*Financial Report by Districts, for the County of HUNTERDON,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest	Amount Expended for Debt and Interest.
Alexandria . . . .	\$1,674 13	\$452 51	\$13 98	\$2,140 60	\$1,573 23	\$79 54	\$61 39	.. ..
Bethlehem . . . .	2,733 78	1,047 06	10 00	3,790 81	2,554 50	163 46	321 91	.. ..
Town of Clinton..	1,319 46	1,200 00	104 12	2,622 58	2,050 00	233 84	69 12	.. ..
Clinton Township.	3,085 74	1,850 00	320 00	5,255 74	3,646 26	250 94	323 36	427 15
Delaware . . . .	3,549 87	1,015 98	85 25	4,650 90	3,000 00	372 36	.. ..	.. ..
East Amwell . . . .	1,683 06	800 00	30 00	2,513 06	1,440 00	86 51	37 90	7 33
Franklin . . . . .	1,704 78	686 47	.. ..	2,391 25	1,501 83	.. ..	7 19	303 33
Frenchtown . . . .	1,332 07	7,814 81	432 47	9,579 35	1,650 00	508 13	5,854 04	279 00
High Bridge . . . .	1,735 87	1,926 22	87 00	3,745 89	2,600 00	90 00	288 29	4 38
Holland . . . . .	3,242 11	1,330 62	78 02	4,650 75	3,284 00	230 15	231 08	1 08
Junction . . . . .	1,458 30	964 29	13 27	2,425 86	1,847 00	206 99	10 96	.. ..
Kingwood . . . . .	2,407 84	294 10	90 00	2,791 94	2,012 00	180 12	145 78	.. ..
Lambertville . . . .	5,846 95	5,219 37	1,900 00	12,966 32	7,175 00	988 20	1,187 45	16 48
Lebanon . . . . .	5,834 45	2,119 58	689 18	8,643 21	5,069 75	393 14	367 96	.. ..
Raritan . . . . .	6,584 53	12,075 76	3,446 28	23,106 57	10,014 25	1,353 73	1,837 56	8,129 96
Readington . . . .	4,577 02	1,747 23	40 00	6,364 25	4,420 00	390 31	849 15	218 79
Stockton . . . . .	1,061 77	312 09	825 87	2,199 23	1,071 77	59 00	474 87	407 73
Tewksbury . . . .	2,417 34	900 00	80 00	3,397 34	2,282 64	129 56	.. ..	33 00
Union . . . . .	2,161 83	599 99	30 00	2,791 81	2,230 18	.. ..	.. ..	.. ..
West Amwell . . . .	1,390 68	523 00	.. ..	1,913 68	1,300 25	86 60	70 31	.. ..
	\$55,787 03	\$42,969 07	\$8,274 92	\$107,931 02	\$61,812 15	\$5,708 67	\$12,127 67	\$9,620 41

# HUNTERDON COUNTY.

395

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$156 78	\$91 69	.....	\$158 00	\$2,120 63	.....	\$19 97	.....	\$19 97
.....	.....	130 11	85 00	.....	.....	3,264 98	110 40	426 42	.....	535 82
.....	.....	309 92	59 70	.....	.....	2,632 58	.....	.....	.....	.....
.....	.....	361 42	212 81	.....	.....	5,222 63	.....	.....	23 21	33 21
.....	.....	.....	897 71	.....	136 50	4,408 57	82 81	161 52	.....	244 83
.....	.....	27 81	175 61	.....	206 00	1,980 96	63 56	478 56	.....	532 10
.....	.....	148 35	169 90	.....	.....	2,119 97	203 45	67 83	.....	271 28
.....	.....	128 81	390 00	.....	.....	9,608 88	.....	4 80	85 47	70 37
.....	.....	575 00	121 00	.....	.....	3,678 59	.....	51 30	16 00	67 30
.....	.....	172 81	268 77	.....	.....	4,168 89	.....	481 86	.....	481 86
.....	.....	94 30	249 09	.....	.....	2,408 33	1 30	2 96	13 27	17 53
.....	.....	114 00	90 00	.....	.....	2,543 88	250 06	.....	.....	250 06
.....	.....	678 28	2,856 33	.....	.....	12,911 68	.....	64 63	.....	64 63
.....	.....	376 67	1,063 42	.....	.....	7,869 94	32 23	736 87	18 17	782 27
.....	.....	836 46	984 14	.....	.....	21,156 09	.....	1,951 48	.....	1,951 48
.....	.....	277 42	144 59	.....	.....	6,200 26	.....	163 89	.....	163 89
.....	.....	43 50	74 08	.....	.....	2,130 44	.....	48 67	20 12	68 79
.....	.....	242 34	240 10	.....	.....	3,987 63	6 15	404 56	.....	409 71
.....	.....	242 34	240 10	.....	.....	2,987 63	6 15	404 56	.....	409 71
.....	.....	304 06	.....	.....	.....	2,524 23	20 72	238 86	.....	257 58
.....	.....	166 46	240 00	.....	46 00	1,908 63	8 71	1 28	.....	4 94
.....	.....	\$5,041 85	\$8,394 84	.....	\$645 50	\$101,713 79	\$763 88	\$5,292 81	\$161 24	\$8,217 28

*Apportionment of School Moneys, by Districts, for County of HUNTER.*

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including State School Tax and \$200,000	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Alexandria .....		\$19 97		\$1,515 85	\$86 39		\$400 00
Bethlehem .....	\$110 40	425 43		2,330 50	154 73		400 00
Town of Clinton .....				1,392 60	99 82		1,200 00
Clinton Township .....			33 21	2,676 07	181 25		2,460 00
Delaware .....	82 81	161 52		2,793 61	167 26		900 00
East Amwell .....	53 65	478 55		1,231 55	72 83		400 00
Franklin .....	202 45	67 83		1,330 88	75 94		675 00
Frenchtown .....		4 90	25 47	1,552 47	128 74		1,200 00
High Bridge .....		51 30	16 00	2,260 60	173 64		1,675 00
Holland .....		491 86		3,143 31	192 50		700 00
Junction .....	1 30	2 96	13 27	1,689 33	118 11		642 00
Kingwood .....	250 00			2,015 12	90 13		300 00
Lambertville .....		54 63		5,964 31	430 25		5,201 00
Lebanon .....	32 33	736 87	13 17	5,167 52	304 03		835 00
Raritan .....		1,951 48		6,845 03	445 53		7,050 00
Readington .....		163 93		4,120 34	266 07		1,800 00
Stockton .....		49 67	20 12	1,044 92	74 94		100 00
Tewksbury .....	5 15	404 56		1,928 06	122 40		500 00
Union .....	20 72	238 86		2,030 94	108 28		600 00
West Amwell .....	3 71	1 23		1,115 13	53 08		600 00
	\$763 38	\$5,393 61	\$161 24	\$52,126 85	\$3,397 48		\$34,000 00

# HUNTERDON COUNTY.

397

DON, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	.....	.....	.....	\$400 00	.....	.....	.....	\$2,022 72
.....	\$200 00	.....	.....	800 00	.....	.....	.....	3,823 06
.....	.....	.....	.....	1,200 00	.....	.....	.....	2,892 42
.....	.....	.....	.....	2,450 00	.....	.....	.....	5,340 53
.....	200 00	.....	.....	1,000 00	.....	.....	.....	4,205 30
.....	400 00	.....	.....	800 00	.....	.....	.....	2,838 23
\$300 00	1,475 00	.....	.....	2,450 00	.....	.....	.....	4,128 10
.....	200 00	.....	.....	1,400 00	.....	.....	.....	3,149 58
.....	17,000 00	.....	.....	18,875 00	.....	.....	.....	21,181 54
.....	300 00	.....	.....	1,000 00	.....	.....	.....	4,817 88
.....	10 00	.....	237 44	789 44	.....	.....	.....	2,812 41
.....	.....	.....	.....	300 00	.....	.....	.....	2,655 31
.....	.....	.....	.....	6,201 35	.....	.....	.....	11,640 54
.....	300 00	.....	.....	1,125 00	.....	.....	.....	7,338 83
300 00	485 11	.....	1,489 35	9,324 38	.....	.....	.....	18,566 39
.....	.....	.....	.....	1,000 00	.....	.....	.....	5,540 30
.....	.....	.....	120 00	300 00	.....	.....	.....	1,488 85
.....	2,100 00	.....	.....	2,600 00	.....	.....	.....	5,058 77
.....	.....	.....	.....	600 00	.....	.....	.....	2,994 82
.....	.....	.....	.....	600 00	.....	.....	.....	1,773 15
\$400 00	\$22,670 11	.....	\$1,846 89	\$51,515 15	.....	.....	.....	\$112,406 26

*Report of Attendance, by Districts, for the County of HUNTERDON,*

DISTRICTS.	Number of Months the Schools were kept open	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of days Present during the year. (All Pupils).	Total Number of days Absent during the year. (All Pupils).	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year
Alexandria .....	9½	94	85	189	.....	.....	.....	83
Bethlehem .....	10	157	145	302	.....	.....	6	263
Town of Clinton.....	10	79	98	177	.....	.....	4	30
Clinton Township .....	10	204	183	387	.....	.....	.....	1,348
Delaware .....	10	197	184	381	.....	.....	1	1,339
East Amwell .....	9½	68	84	152	.....	.....	.....	681
Franklin .....	9	90	79	169	.....	.....	.....	364
Frenchtown .....	10	96	89	184	.....	.....	8	793
High Bridge .....	10	135	142	277	.....	.....	4	27
Holland .....	9	188	190	378	.....	.....	.....	1,613
Junction .....	9½	97	115	212	.....	.....	3	398
Kingwood .....	9	131	96	226	.....	.....	1	571
Lambertville .....	10	376	379	755	.....	.....	12	927
Lebanon .....	9	364	306	670	.....	.....	3	1,397
Raritan .....	10	384	435	819	.....	.....	8	1,448
Readington .....	9½	296	258	554	.....	.....	4	1,364
Stockton .....	9	79	77	156	.....	.....	6	368
Tewksbury .....	9	131	143	274	.....	.....	.....	591
Union .....	9½	119	128	247	.....	.....	.....	274
West Amwell .....	10	82	69	151	.....	.....	.....	408
	9.6	3,396	3,316	6,712	.....	.....	64	15,669

# HUNTERDON COUNTY.

399

State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	Average Number of Pupils Transferred per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.64	106	92	87	..	104	85	..	92	..	1	4	\$30 00	\$34 74
.66	195	177	90	..	194	138	..	73	..	2	4	46 40	33 86
.12	136	119	89	..	64	74	..	41	..	1	1	81 20	47 00
.92	242	213	88	..	232	155	..	168	..	3	5	66 28	40 24
.84	132	103	87	..	231	152	..	138	..	4	5	56 00	35 00
.82	82	74	90	..	83	69	..	87	..	..	..	..	40 00
.34	104	88	84	..	90	72	..	69	..	..	..	48 72	43 72
1.00	149	138	92	..	108	43	33	12	..	1	1	64 30	37 64
.02	191	180	93	..	185	88	4	83	..	2	7	57 00	39 13
1.06	248	218	88	..	193	135	..	211	..	3	5	44 00	35 32
.43	163	150	92	..	139	61	12	11	..	1	4	70 00	36 76
.43	126	104	82	..	136	90	..	100	..	2	6	33 23	29 16
.23	669	523	92	..	463	194	98	140	..	1	14	108 00	46 45
.80	370	314	85	..	316	354	..	232	..	4	14	45 83	31 92
.64	547	494	91	74	398	291	56	268	..	1	20	120 00	46 28
.82	309	279	87	..	303	251	..	247	..	1	12	49 12	36 07
.60	109	98	90	..	66	90	..	10	..	1	2	52 94	34 41
.57	162	146	90	..	165	109	..	113	..	3	3	51 34	36 31
.22	135	114	85	..	161	86	..	143	..	2	4	35 88	34 23
.53	66	57	86	..	87	64	..	101	..	1	3	33 68	34 31
.50	4,233	3,763	89	74	2,706	2,658	242	2,370	.....	37	125	\$51 88	\$38 66



Financial Report by Districts, for the County of MERCER,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
East Windsor	\$4,078 75	\$4,950 00	\$1,571 25	\$10,600 00	\$5,430 00	\$732 72	\$175 90	\$1,300 00
Ewing	1,863 12	1,222 52	301 71	3,387 35	2,070 00	187 00		425 55
Hamilton	8,062 96	2,375 00	12,137 58	30,576 53	6,572 80	441 15	5,586 26	425 00
Hopewell	7,223 79	4,196 56	1,839 50	13,274 84	7,681 24	559 42	674 10	1,281 00
Lawrence	2,304 57	1,000 00	274 63	3,579 20	2,300 27	104 20	739 20	
Princeton Twp.	1,184 85	700 00		1,884 85	1,200 00	130 43	118 34	
Princeton Bor.	5,877 70	7 059 69	20,263 42	23,000 81	8,163 00	1,483 30	14,569 25	1,342 07
Trenton	\$4,496 54	73,744 96	38,621 79	\$06,862 29	125,402 48	17,267 56	15,745 04	
Washington	2,196 01	562 12	427 52	3,175 65	2,208 75	96 37	70 90	
W. Windsor	2,226 46	1,529 01		3,755 47	2,006 07	141 90	1,065 00	
	\$127,299 85	\$97,329 85	\$75,537 40	\$299,977 10	\$163,124 71	\$21,124 06	\$44,743 29	\$4,673 62

MERCER COUNTY.

401

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$298 07	\$2,440 36	.....	.....	\$70,464 95	.....	\$38 30	\$96 26	\$138 56
.....	.....	111 87	390 56	.....	.....	3,184 98	.....	.....	102 38	102 38
.....	.....	1,000 00	1,258 88	.....	.....	19,384 04	.....	.....	2,192 49	2,192 49
.....	.....	408 48	2,303 35	.....	.....	12,907 80	.....	.....	867 24	867 24
.....	.....	200 00	334 63	.....	.....	3,578 40	.....	80	.....	80
.....	.....	95 92	168 73	.....	\$65 00	1,768 42	14 85	81 58	.....	96 43
.....	.....	806 33	5,714 06	.....	.....	32,177 00	.....	.....	823 81	823 81
.....	.....	8,875 89	23,787 88	.....	.....	199,858 48	\$8,968 90	866 29	13,098 57	7,003 96
.....	.....	116 42	632 68	.....	.....	3,026 10	21 51	129 04	.....	150 55
.....	.....	250 00	196 53	.....	.....	2,659 50	78 49	17 48	.....	96 97
.....	.....	\$12,061 09	\$48,206 96	.....	\$65 00	\$239,008 43	\$4,845 06	\$1,132 99	\$18,680 74	\$10,943 68

\*Overdraft.

Apportionment of School Moneys, by Districts, for the County of MERCER.

DISTRICTS.	Balance State and County Money July 1st, 1902	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$300,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
East Windsor .....		\$38 90	102 28	\$4,888 55	\$174 00		\$3,806 00
Ewing .....			2,192 49	2,167 00			500 00
Hamilton .....			257 24	8,181 35			1,950 00
Hopewell .....				7,739 26			1,910 00
Lawrence .....				2,472 54			260 00
Princeton Township ..	\$14 85	\$1 58		1,221 35			550 00
Princeton Borough ...			823 61	5,460 59			6,030 00
Trenton .....	\$8,959 90	865 29	13,096 57	104,896 26			\$1,300 00
Washington .....	21 50	129 04		2,174 97	134 62		300 00
West Windsor .....	78 49	17 48		1,741 00	156 00		900 00
	\$96,845 06	\$1,132 99	\$16,680 74	\$138,723 89	\$454 62		\$197,296 00

\*Overdraft.

# MERCER COUNTY.

408

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	\$170 00	.....	\$1,175 00	\$4,250 00	.....	.....	.....	\$9,925 00
.....	.....	.....	450 00	950 00	.....	.....	.....	3,320 04
.....	.....	.....	65 00	2,375 00	.....	.....	.....	10,745 84
.....	800 00	.....	1,334 00	4,044 00	.....	.....	.....	12,150 50
.....	740 00	.....	.....	1,000 00	.....	.....	.....	2,473 34
.....	150 00	.....	.....	700 00	.....	.....	.....	2,017 78
.....	.....	.....	.....	8,020 00	.....	.....	.....	12,304 70
.....	15,000 00	.....	26,498 50	132,798 50	.....	.....	.....	244,897 72
.....	200 00	.....	.....	600 00	.....	.....	.....	2,860 14
.....	.....	.....	.....	900 00	.....	.....	.....	2,892 08
.....	\$17,080 00	.....	\$22,623 50	\$154,237 50	.....	.....	.....	\$304,384 68

Report of Attendance, by Districts, for the County of MERCER,

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
East Windsor .....	9.1	248	284	510	8	1,872
Ewing .....	9.0	137	114	251	0	691
Hamilton .....	9.0	481	285	866	30	1,696
Hopewell .....	9.1	492	454	947	1	2,449
Lawrence .....	9.2	149	129	278	30	799
Princeton Township .....	9.3	92	80	152	0	351
Princeton Borough .....	8.2	280	319	599	8	942
Trenton .....	9.6	5,083	5,358	10,441	0	7,777
Washington .....	9.1	144	140	284	0	894
West Windsor .....	9.	114	114	227	0	492
	9.06	7,229	7,327	14,556	75	19,862

# MERCER COUNTY.

405

State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tar- diness per Day for each Teacher	Average Number on Roll	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Pri- mary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	Average Number of Pupils Trans- ported per day.	Number of Male Teachers Em- ployed.	Number of Female Teachers Em- ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.81	361	329	85	2	263	134	11	190	...	...	12	...	\$46 88
.73	165	144	86	9	165	77	...	88	...	...	5	...	46 20
.41	331	403	82	4	544	280	18	200	...	...	18	...	44 42
.75	583	580	84	...	554	353	24	402	...	3	17	\$80 73	39 86
.74	169	146	87	...	135	118	26	86	...	...	6	...	42 40
1.85	85	71	84	...	95	56	2	82	...	...	3	...	43 53
.45	406	365	89	43	372	144	25	21	...	3	11	118 45	62 51
18	8,715	7,451	85	67	6,973	2,776	638	212	...	14	232	131 60	48 78
.81	158	129	82	...	216	68	...	72	...	...	8	...	41 14
.46	112	98	79	1	106	126	5	83	...	1	4	64 40	44 05
.69	11,141	9,710	84	192	9,541	4,137	758	1,433	...	21	312	\$115 65	\$47 85

*Financial Report by Districts, for the County of MIDDLESEX,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest	Amount Expended for Debt and Interest
Cranbury .....	\$1,807 83	\$2,606 83	\$175 00	\$4,489 66	\$2,870 00	\$284 20	\$124 98	\$825 00
Dunellen .....	1,732 89	3,961 50	1,717 09	7,410 88	3,848 57	680 89	388 54	861 50
E. Brunswick ..	2,888 24	4,268 24	7,115 90	15,083 38	4,732 00	432 04	7,485 21	1,527 67
Helmetta .....	770 98	1,733 40	88 90	2,633 28	1,725 00	149 85	33 02	.....
Jamesburg ....	1,840 84	2,038 93	504 56	3,884 12	2,438 50	197 42	3 84	478 19
Madison .....	2,438 12	1,258 84	.....	3,692 76	2,700 00	50 00	150 00	222 29
Milltown .....	301 26	848 44	157 85	1,808 55	1,200 00	144 42	62 88	1 00
Monroe .....	1,853 53	1,931 28	.....	3,789 86	2,375 00	232 11	98 78	.....
N. Brunswick ..	19,227 78	42,249 60	3,235 85	69,712 93	41,000 00	6,500 00	4,027 28	4,300 00
N'h Brunswick	889 83	1,377 89	810 80	3,068 73	1,166 00	151 96	793 94	606 88
Perth Amboy ..	15,568 71	30,000 00	9,625 84	55,182 35	26,944 02	7,785 27	1,670 19	.....
Piscataway ..	3,914 21	5,710 50	2,184 24	11,789 05	6,040 00	623 12	172 05	3,402 34
Raritan .....	4,831 48	8,696 00	361 31	13,948 79	9,270 00	899 66	89 18	1,154 30
Sayreville .....	2,708 99	7,067 82	.....	9,766 72	4,005 00	497 07	562 31	3,346 35
South Amboy ..	4,904 82	15,231 23	94 00	20,230 05	9,840 30	1,030 15	880 71	5,961 25
S. Brunswick ..	4,301 34	3,299 13	3,402 58	16,003 05	6,454 78	812 45	580 64	1,014 25
South River ...	2,372 22	4,042 24	225 00	6,641 47	4,300 00	563 50	692 40	642 00
Woodbridge ...	7,690 68	30,000 00	19,230 00	46,920 68	16,911 25	2,312 01	1,639 46	2,775 00
	\$20,886 30	\$154,790 57	\$53,888 81	\$296,085 38	\$346,729 22	\$22,478 22	\$19,642 49	\$27,186 11

# MIDDLESEX COUNTY.

407

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	\$125 00	\$307 96	.....	.....	\$4,347 13	.....	\$141 53	.....	\$141 53
.....	235 18	1,894 47	.....	.....	7,388 93	.....	24 06	.....	24 06
.....	163 57	122 31	.....	.....	14,442 80	.....	557 48	83 15	640 63
.....	152 10	131 48	.....	.....	2,201 20	.....	414 17	7 89	422 06
.....	172 44	311 98	.....	.....	3,600 28	.....	233 84	.....	233 84
.....	50 00	351 48	.....	.....	3,423 68	.....	289 08	.....	289 08
.....	112 89	188 00	.....	.....	1,704 96	.....	101 59	.....	101 59
.....	150 54	133 47	.....	339 00	2,426 98	.....	362 58	.....	362 58
.....	4,000 00	6,415 07	.....	.....	66,142 35	.....	1,570 58	.....	1,570 58
.....	53 96	279 43	.....	.....	3,060 94	.....	7 76	.....	7 76
.....	2,200 00	11,684 12	.....	.....	50,483 70	.....	4,638 65	.....	4,638 65
.....	234 09	445 90	532 30	.....	11,700 80	.....	88 25	.....	88 25
.....	672 67	668 03	.....	501 00	13,152 84	.....	765 96	.....	765 96
.....	330 59	286 20	.....	.....	9,527 42	.....	238 30	.....	238 30
.....	1,167 96	1,035 89	.....	.....	19,938 15	.....	293 90	.....	293 90
.....	228 86	4,337 14	.....	.....	11,937 61	.....	4,065 44	.....	4,065 44
.....	251 80	148 62	.....	.....	6,608 22	.....	33 25	.....	33 25
.....	1,307 21	19,390 77	.....	.....	44,856 70	.....	2,082 98	.....	2,082 98
.....	\$11,678 51	\$47,877 16	\$532 30	\$540 00	\$277,942 71	.....	\$12,001 63	\$91 04	\$12,092 67



Apportionment of School Moneys, by Districts, for the County of MIDDLE.

DISTRICTS.	Balance State and County Mon- eys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$300,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Cranbury .....	..	\$141 53	..	\$1 928 15	.....	.....	\$1,705 00
Dunellen .....	..	24 06	..	1,937 53	.....	.....	2,000 00
East Brunswick ..	..	557 43	53 16	3 079 50	.....	.....	2,450 00
Helmetta .....	..	414 17	7 89	939 67	.....	.....	2,000 00
Jamesburg .....	..	283 84	..	1,659 46	.....	.....	1,735 00
Madison .....	..	269 08	..	2,175 47	.....	.....	548 50
Milltown .....	..	101 59	..	1,524 44	.....	.....	675 00
Monroe .....	..	362 88	..	1,677 39	.....	.....	1,440 50
New Brunswick ..	..	3,570 58	..	19,777 89	.....	.....	42,522 77
North Brunswick ..	..	7 78	..	548 90	.....	.....	870 00
Perth Amboy .....	..	4,698 65	..	17,942 76	.....	.....	27,129 81
Piscataway .....	..	88 25	..	3,987 86	.....	.....	4,150 00
Raritan .....	..	765 95	..	6,646 04	.....	.....	7,900 00
Sayreville .....	..	223 30	..	2,401 94	.....	.....	3,150 00
South Amboy .....	..	233 90	..	4,749 90	.....	.....	6,125 00
South Brunswick ..	..	4,065 44	..	4,391 38	.....	.....	2,275 00
South River .....	..	33 25	..	2,609 94	.....	.....	2,597 00
Woodbridge .....	..	2,063 98	..	8,953 36	.....	.....	15,300 00
.....	.....	\$18,001 63	\$91 04	\$36,481 59	.....	.....	\$125,462 63

# MIDDLESEX COUNTY.

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SEX, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.	\$125 00	.	\$407 00	\$2,437 00	.	.	.	\$4 508 63
.	500 00	.	640 00	4,140 00	.	.	.	6,101 58
\$1,000 00	6,650 00	.	1,100 00	11,100 00	.	.	.	14,820 08
.	.	.	.	2,000 00	.	.	.	3,361 73
.	.	.	458 00	2,181 00	.	.	.	4,124 30
.	.	.	240 00	788 50	.	.	.	3,433 06
.	75 00	.	.	760 00	.	.	.	2,376 03
.	510 00	.	.	1,960 50	.	.	.	3,990 77
.	4,027 28	.	4,200 00	50,750 00	.	.	.	74,098 47
.	75 00	.	.	945 00	.	.	.	1,801 46
.	5,870 19	.	.	33,000 00	.	.	.	55,641 40
.	350 00	.	1,210 50	5 710 50	.	.	.	9,796 63
.	200 00	.	696 00	8 696 00	.	.	.	15,107 99
.	75 00	.	.	2,325 00	.	.	.	5,808 24
.	.	.	1,600 00	7,725 00	.	.	.	12,768 80
300 00	4,000 00	.	.	6,575 00	.	.	.	15,031 82
.	700 00	.	842 00	3 939 00	.	.	.	6,583 19
.	2,000 00	.	2,700 00	20,000 00	.	.	.	31,037 34
\$1,300 00	\$25,057 47	.	\$14,091 50	\$165,912 50	.	.	.	\$370,436 79

## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of MIDDLE*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.	Average Number of Cases of Tardiness per Day for each Teacher	Average Number on Roll.
Cranbury ... ..	9.1	174	189	363	1	1,100	.87	218
Dunellen ... ..	9.3	177	162	339	24	434	.12	225
East Brunswick ... ..	9.	276	266	542	8	1,348	.83	306
Helmetta ... ..	9.2	72	71	143	1	360	.83	106
Jamesburg ... ..	9.5	123	157	280	7	1,489	1.83	213
Madison ... ..	9.	161	129	290	2	570	.81	171
Milltown ... ..	9.	74	55	129	6	83	.39	100
Monroe ... ..	9.	122	108	230	2	488	.40	127
New Brunswick ... ..	9.4	1,402	1,315	2,717	128	252	.93	2,179
North Brunswick ... ..	9.	59	51	110	1	175	.47	8
Perth Amboy ... ..	9.4	1,680	1,318	2,998	51	1,340	.13	2,692
Piscataway ... ..	9.3	340	345	685	11	1,237	.49	373
Raritan ... ..	9.	352	377	729	5	1,408	.24	520
Bayreville ... ..	9.	211	215	426	2	408	1.11	267
South Amboy ... ..	9.	343	344	687	17	671	.25	622
South Brunswick ... ..	9.	309	274	583	4	1,230	1.14	389
South River ... ..	9.	212	214	426	23	322	.58	312
Woodbridge ... ..	9.	624	729	1,353	5	2,006	.80	972
	9.1	6,741	6,679	13,420	309	15,309	.54	2,794

# MIDDLESEX COUNTY.

411

**SEX, State of New Jersey, for the School Year Ending June 30th, 1902.**

Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	Average Number of Pupils Transported per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
190	.57		173	158	12	31			7		\$43 87
214	.54		164	96	19	10		1	6	\$100 00	51 38
237	.50		342	183	2	54		3	9	43 50	37 53
96	.91		106	37		8			4		47 75
153	.89		187	95	8	10		1	5	90 00	40 55
145	.85		183	97		50			7		33 33
95	.84		85	44		8		1	3	50 00	25 00
106	.83		155	73	2	56			7		37 46
2,081	.78		1,876	777	254	60		7	67	109 62	48 56
53	.60		67	43		25			3		38 74
2,549	.61		2,397	632	149	58		6	56	90 18	46 19
291	.58		326	141	18	70	28	2	11	51 25	37 54
479	.57		454	241	34	63		2	16	75 00	42 99
258	.56		340	86		32		2	7	114 75	45 71
481	.52		435	195	57	12		1	19	200 00	46 86
302	.50		373	192	13	30			15		37 80
280	.42		234	110	32	11		1	8	135 00	42 06
868	.56		1,062	344	47	78		4	23	88 75	48 64
9,044	.59		9,314	2,444	662	736	28	31	274	133 17	\$42 33

*Financial Report by Districts, for the County of MONMOUTH,*

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds	Amount Due the District, July 1st, 1901, from District Tax	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Atlantic . . .	\$2,451 28	\$791 15	\$70 00	\$3,312 41	\$2,588 15	\$134 78	\$212 23	\$5 00
Eatontown . .	3,327 80	2,300 00	20 00	5,547 80	4,563 80	300 00	300 00	..
Freehold . . .	3,154 02	1,809 96	..	4,783 97	2,743 50	138 01	..	..
Holmdel . . .	1,825 52	1,109 33	63 00	2,997 85	2,232 00	180 92	7 85	1 55
Howell . . .	6,282 22	2,000 00	486 84	8,769 06	5,675 00	847 22	445 00	480 84
Manalapan . .	3,309 02	730 00	925 00	4,964 02	3,171 30	223 80	..	20 51
Marlborough .	2,854 52	1,519 53	302 50	4,676 55	3,010 00	287 99	68 34	650 00
Matawan . . .	4,892 38	5,550 00	..	10,442 38	4,879 00	619 29	43 75	1,723 35
Middletown .	9,067 84	8,235 15	299 08	17,601 87	10,810 75	1,160 68	1,400 17	654 36
Millstone . .	3,075 14	938 98	2 74	4,016 86	3,325 00	126 18	101 38	..
Neptune . . .	16,813 33	28,549 53	278 00	45,440 86	24,208 25	4,480 81	1,381 95	5,406 14
Ocean . . .	1,713 75	9,102 52	..	10,816 30	2,877 50	499 00	980 11	4,539 00
Raritan . . .	2,073 56	567 29	20 00	2,650 85	2,070 00	90 81	24 94	..
Shrewsbury . .	7,506 41	9,760 00	100 00	17,366 41	9,622 50	1,849 14	1,748 98	1,380 00
Upper Freehold	4,900 00	1,183 77	..	6,083 77	5,151 75	403 42	85 80	..
Wall . . .	6,452 04	5,649 13	40 00	12,141 17	7,685 00	867 21	278 77	364 00
Asbury Park .	7,505 94	20,000 00	2,708 24	30,209 18	16,355 42	2,330 60	870 14	1,025 00
At Highlands .	2,584 28	5,328 45	3,715 22	11,627 95	4,449 60	615 00	..	1,504 00
Belmar . . .	2,025 81	3,094 32	416 82	5,536 95	3,790 00	463 25	296 52	..
Freehold (Town of) . . .	5,965 95	7,887 57	55 08	13,908 60	9,082 50	820 01	423 40	604 00
Keyport . . .	5,850 12	4,925 94	..	10,776 06	7,275 00	881 39	..	1,200 00
Long Branch .	21,898 78	59,228 18	..	81,126 96	43,496 14	8,921 04	3,789 90	11,945 21
Manasquan . .	2,780 43	2,771 98	..	5,552 41	4,644 00	375 15	153 55	25 00
Neptune City .	981 75	11,170 98	777 27	12,929 90	1,245 00	189 52	8,789 25	..
Red Bank . . .	9,089 91	14,900 00	40,678 29	64,668 20	14,675 00	2,851 52	24,800 52	1,200 00
Spring Lake .	823 18	2,809 23	157 00	3,789 41	1,150 50	320 18	..	893 11
	\$128,990 84	\$211,602 91	\$51,109 96	\$401,703 71	\$204,774 18	\$28,903 40	\$47,197 95	\$37,417 61

# MONMOUTH COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
..	..	\$174 09	\$175 74	..	..	\$3,283 85	\$23 56	..	..	\$23 56
..	..	200 00	180 00	..	..	5,543 80	..	4 00	..	4 00
..	..	92 27	194 28	..	\$12 00	4,084 06	410 52	289 39	..	679 91
..	..	159 29	183 45	..	..	2,746 06	262 89	..	..	262 89
..	..	914 87	309 07	190 00	100 00	8,769 16	..	..	..	..
..	..	217 32	402 90	..	..	4,035 69	..	3 33	925 00	928 33
..	..	343 59	221 86	..	..	4,582 37	..	..	94 18	94 18
..	..	298 22	2,137 83	299 00	..	10,190 34	165 09	176 96	..	342 04
..	..	672 82	773 36	..	..	15 672 62	11 11	1,759 14	159 00	1,929 26
..	..	215 55	177 01	..	..	4,014 12	..	..	3 74	2 74
..	..	1,396 65	2,245 95	..	..	44,208 57	..	1,372 39	..	1,372 39
..	..	349 12	355 27	459 50	55 00	10,152 50	..	863 80	..	863 80
..	..	173 92	211 50	..	..	2,581 17	3 56	86 12	..	89 68
..	..	614 14	2,227 36	..	40 00	17,360 11	..	6 30	..	6 30
..	..	100 17	191 09	91 00	..	6,003 03	..	90 74	..	90 74
..	..	504 59	362 96	..	..	10,649 53	13 81	1,437 83	40 00	1,491 64
..	\$1,878 79	1,455 01	2,786 91	..	..	28,701 87	..	1,000 00	507 31	1,507 31
..	..	677 00	1,176 96	..	..	8,418 54	..	..	3,206 70	3,206 70
..	..	334 66	122 35	..	..	4,996 77	143 39	296 50	..	539 96
..	..	..	..	..	..	..	..	..	..	..
..	..	726 64	322 00	..	..	11,879 55	..	1,873 97	56 06	1,929 06
..	..	490 71	591 61	..	..	10,433 81	..	..	337 45	337 45
..	760 00	2,384 74	3,962 25	..	..	75,159 33	..	5,967 63	..	5,967 63
..	..	290 71	50 00	..	..	5,538 41	..	..	..	..
..	..	196 68	784 47	..	463 30	12,647 02	..	34 63	248 35	282 98
..	969 39	1,028 19	2,632 22	..	..	48,456 84	..	1,229 80	14,961 56	16,211 36
..	..	70 09	40 00	..	..	2,473 36	..	1,316 06	..	1,316 06
...	\$3,606 18	\$14,065 23	\$23,018 47	\$1,039 50	\$1,676 30	\$362,601 30	\$1,024 60	\$17,518 56	\$20,558 25	\$39,102 41

*Apportionment of School Moneys, by Districts, for the County of MOR-*

DISTRICT.	Balance State and County Mon- eys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances	Amount of District Tax Voted for Current Expenses.
Boonton Township		\$13 33		\$340 07	\$18 79		\$15 04
Boonton Town		58 13		5 79% 02	268 02		7 58% 00
Butler		212 99		1,591 92	79 40		1,290 00
Chatham		2,194 29		3 976 81	147 13		4,175 00
Chester		91 73		2,280 04	88 54		1,800 00
Dover		2,763 86		9,896 49	495 86		8,550 00
Hanover		106 98		4,129 03	151 46		4,513 50
Jefferson				2,416 68	83 00		2,450 00
Madison		120 37		4,296 67	147 28		7,000 00
Mendham		86 33		2,402 37	80 80		1,900 00
Montville		4,228 37		1,678 28	91 00		1,500 00
Morris		1,039 02		1,170 28	49 67		1,000 00
Morristown		21,513 24		12,576 03	573 60		24,200 00
Mt. Arlington		2 67		568 51	22 60		550 00
Mt. Olive		2 46		2,046 08	62 52		1,275 00
Netcong		134 23		1,680 97	91 35		1,292 00
Passaic		118 21		2,462 38	104 96		2,500 00
Pequannock		297 82		2,062 51	91 56		2,500 00
Randolph		309 25		3,870 80	116 81		1 350 00
Rockaway Township		154 87		6,674 28	291 68		4,700 00
Rockaway Borough		75 62		2,922 43	123 74		3,500 00
Roxbury		1,401 60		3,409 28	162 22		2,900 00
Washington		27 47		3,338 66	125 96		1,350 00
Wharton		487 26		2,761 76	129 01		3,000 00
		\$36,446 23		\$84,374 82	\$3,587 04		\$90,975 50

# MONMOUTH COUNTY.

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*MONMOUTH, State of New Jersey, for the School Year Ending June 30th, 1902.*

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training	Amount of District Tax Voted for Bonds and Interest	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	\$200 00	.....	.....	\$800 00	.....	.....	.....	\$2,862 11
.....	300 00	.....	.....	2,700 00	.....	.....	.....	5,187 22
.....	200 00	.....	.....	1,600 00	.....	.....	.....	4,521 31
.....	300 00	.....	.....	1,000 00	.....	.....	.....	2,950 40
.....	400 00	.....	.....	2,000 00	.....	.....	.....	7,348 73
\$250 00	750 00	.....	.....	2,500 00	.....	.....	.....	5,495 35
.....	.....	.....	575 00	1,375 00	.....	.....	.....	4,509 12
.....	.....	.....	1,650 00	4,410 00	.....	.....	.....	9,084 11
.....	500 00	.....	1,067 90	5,884 90	.....	.....	.....	16,387 47
.....	100 00	.....	.....	1,100 00	.....	.....	.....	3,940 38
.....	1 500 00	.....	6 350 00	9 850 00	.....	.....	.....	31,405 02
.....	250 00	.....	4,280 00	7,750 00	.....	.....	.....	10,308 55
.....	.....	.....	.....	600 00	.....	.....	.....	2,646 43
.....	500 00	.....	1,280 00	9,760 00	.....	.....	.....	16,637 95
.....	300 00	.....	.....	1,200 00	.....	.....	.....	6,879 68
.....	2,000 00	.....	925 00	4,725 00	.....	.....	.....	12,724 84
.....	1,000 00	.....	3,025 00	20,000 00	.....	.....	.....	29,709 41
.....	.....	1,500 00	.....	3,730 00	.....	.....	.....	10,041 69
.....	200 00	.....	.....	2 800 00	.....	.....	.....	5,657 85
.....	200 00	500 00	800 00	3,600 00	.....	.....	.....	12,793 33
.....	850 00	.....	1,500 00	4 850 00	.....	.....	.....	11,824 27
.....	2,500 00	.....	13,108 00	54 500 00	.....	.....	.....	35,535 24
.....	.....	.....	.....	2 500 00	.....	.....	.....	6 027 46
.....	110 00	.....	450 00	3,360 00	.....	.....	.....	4,890 13
.....	200 00	.....	3,600 00	13 200 00	.....	.....	.....	44,055 43
.....	.....	.....	950 00	2 500 00	.....	.....	.....	4,637 03
\$250 00	\$13,060 00	\$2,500 00	\$39,323 90	\$172,984 90	.....	.....	.....	\$359,396 11



*Report of Attendance, by Districts, for the County of MONMOUTH.*

DISTRICTS	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Atlantic ..	9.2	134	118	252		49
Eatontown ..	9.5	250	209	459	17	1,115
Freehold ..	9.5	141	132	273	1	675
Holmdel ..	9	112	111	223		47
Howell ..	9.2	341	318	657		1,733
Manalapan ..	9	195	169	364	1	1,147
Marlborough ..	9.2	174	163	337	2	1,077
Matawan ..	9	271	290	561	16	555
Middletown ..	9.5	659	646	1,305	1	2,653
Millstone ..	10	223	158	381		796
Neptune ..	10	1,154	1,168	2,324	50	4,067
Ocean ..	10	107	111	218	11	221
Raritan ..	9	147	159	306	9	776
Shrewsbury ..	9.7	480	417	877	9	1,486
Upper Freehold ..	10	291	236	577	1	1,617
Wall ..	9	452	408	860	7	1,846
Ashbury Park ..	10	367	336	703	17	963
Atlantic Highlands ..	10	186	156	341	1	941
Belmar ..	9	134	93	227		736
Freehold (Town of) ..	10	306	326	634	12	1,144
Keyport ..	10	294	360	754	52	632
Long Branch ..	10	1,580	1,468	3,048	45	1,301
Manasquan ..	10	203	126	329	4	1,169
Neptune City ..	9	51	102	153		239
Red Bank ..	10	517	428	1,005	27	1,216
Spring Lake ..	10	40	21	71		96
	8.57	3,921	3,448	17,369	294	


# MONMOUTH COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tar- diness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergarten.	Number of Pupils Enrolled in Pri- mary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	Average Number of Pupils Trans- ported per day.	Number of Male Teachers Em- ployed.	Number of Female Teachers Em- ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.46	147	126	857	...	178	73	4	56	...	...	...	...	\$42 50
.77	278	241	874	...	273	186	...	104	...	4	6	...	39 79
.52	164	136	83	...	187	79	...	52	...	1	6	\$59 00	39 50
.50	140	124	885	...	141	78	...	52	...	1	4	78 00	42 50
.65	388	334	87	...	329	304	24	178	11	5	10	50 00	39 00
.71	228	194	85	...	195	149	20	66	...	2	7	53 75	31 05
.62	200	171	855	...	169	155	13	82	...	2	7	49 18	33 33
.36	376	342	909	116	267	152	18	12	52	1	9	127 77	41 43
.64	775	693	855	...	730	563	12	169	...	5	18	63 00	47 26
.58	212	178	85	...	230	145	6	65	...	5	2	42 00	39 32
.45	1,640	1,509	92	...	1,671	526	127	99	...	6	47	68 23	48 55
.25	136	123	89	...	94	121	3	14	18	2	3	75 00	46 66
.31	193	166	868	...	186	119	...	37	...	2	3	57 50	38 33
.56	575	511	852	...	584	271	22	75	...	8	10	53 75	47 25
.71	320	274	86	...	396	167	14	80	...	5	9	58 35	35 00
.66	543	476	87	...	436	400	22	84	...	9	9	53 88	41 23
.83	556	509	924	98	270	260	125	64	...	1	24	225 00	65 73
.63	253	226	90	59	132	90	60	13	...	1	7	120 00	46 50
.19	174	161	92	...	144	70	13	12	...	1	6	111 11	51 06
.49	505	462	915	...	278	210	148	12	...	2	14	117 50	50 30
.15	577	529	917	...	455	235	84	15	...	1	14	140 00	41 80
.10	2,177	2,015	928	228	1,898	904	323	185	...	6	60	137 50	58 58
.72	317	295	932	...	184	145	60	12	...	2	6	105 00	42 50
.48	44	40	917	...	117	82	4	9	...	1	2	65 00	43 44
.84	891	635	92	...	552	332	121	26	...	2	23	127 50	55 75
.26	46	43	935	...	45	26	...	18	...	...	2	...	57 50
.43	11,555	10,483	907	501	9,934	5,822	1,112	1,539	81	72	314	\$76 25	\$49 35

*Financial Report by Districts, for the County of MORRIS.*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for  and Interest.
Boonton Twp.	\$362 88	\$150 00	..	\$512 88	\$400 00	\$19 50	\$25 71	.....
Boonton Town	5,345 24	2,177 27	\$2,002 00	16,124 51	9,320 00	1,043 61	110 00	\$640 00
Butler .....	1,656 70	1,533 34	80 00	3,269 94	2,175 75	150 52	223 25	.....
Chatham .....	3,612 82	3,616 38	28 42	12,257 60	7,306 00	958 43	451 34	.....
Chester .....	2,259 88	2,067 84	254 43	4,672 15	3,034 00	307 95	49 68	456 99
Dover .....	3,501 32	16,000 15	5,692 15	30,103 62	15,676 00	2,425 32	372 98	2,700 00
Hanover .....	4,321 88	3,436 26	1,061 63	8,809 77	5,570 25	427 00	525 11	703 76
Jefferson .....	2,894 06	2,759 89	.....	5,643 95	4,382 00	123 06	900 00	.....
Madison .....	4,092 66	7,750 00	1,460 10	13,302 76	9,628 00	1,265 53	234 00	750 00
Mendham .....	2,294 61	1,860 00	105 38	4,249 99	3,098 20	262 50	252 52	.....
Montville .....	1,870 25	3,251 42	4,212 92	9,134 59	2,060 00	153 09	2,193 11	80 00
Morris .....	1,254 32	1,609 08	328 82	3,192 22	1,725 00	95 93	61 24	.....
Morristown .....	12,574 26	43,712 68	1,385 69	57,678 63	26,721 25	4,207 29	1,867 07	.....
Mt. Arlington.	529 92	680 27	29 42	1,230 61	850 00	150 84	24 96	.....
Mt. Olive .....	1,967 96	2,232 60	..	4,240 56	2,344 00	165 07	775 00	.....
Netcong .....	1,556 24	2,310 41	108 06	3,974 70	2,350 00	342 50	37 61	778 00
Passaic .....	2,560 45	2,761 64	61 50	5,383 59	3,202 50	278 22	300 74	.....
Pequannock ..	2,021 98	2,607 82	55 00	4,684 81	2,777 04	145 46	143 55	759 13
Randolph .....	3,880 58	4,107 11	..	7,987 69	4,783 35	263 58	1,262 65	243 56
Rockaway Tp.	6,282 91	4,547 76	1,914 96	12,745 63	8,551 30	817 50	295 13	.....
Rockaway Bo.	2,548 52	2,748 92	1,114 90	6,412 35	4,300 00	562 76	43 70	.....
Roxbury .....	3,522 85	4,099 11	55 03	7,646 99	4,870 50	299 47	..	.....
Washington ...	3,272 74	1,588 58	..	4,861 32	3,718 00	312 62	..	.....
Wharton .....	2,607 64	2,345 96	299 06	5,252 66	3,750 00	329 25	43 75	.....
	\$81,553 18	\$130,970 88	\$20,689 45	\$233,213 01	\$133,948 14	\$15,086 00	\$10,392 48	\$7,108 46



*Apportionment of School Moneys, by Districts, for the County of MOR-*

DISTRICT.	Balance State and County Mon- eys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ance	Amount of District Tax Voted for Current Expenses.
Boonton Township ..		\$13 32		\$340 07	\$18 79		\$175 30
Boonton Town ..		68 13		5 79 02	368 02		1 596 00
Butler ..		212 99		1,591 22	79 40		1 300 00
Chatham ..		2,194 29		3,976 81	147 13		4,173 00
Chester ..		91 73		2,280 04	58 64		1 800 00
Dover ..		3,783 85		9,896 49	495 84		8 550 00
Hanover ..		106 94		4,129 03	151 45		4 513 50
Jefferson ..				2,418 65	83 00		2 450 00
Madison ..		130 37		4 390 62	147 28		1 000 00
Mendham ..		65 83		2 402 37	80 80		1 900 00
Montville ..		4,228 87		1,678 38	91 00		1 500 00
Morris ..		1,039 03		1,170 28	49 87		1 000 00
Morristown ..		21,513 34		12,678 03	578 80		24 200 00
Mt. Arlington ..		2 67		568 51	22 60		550 00
Mt. Olive ..		2 45		2,088 08	62 52		1 275 00
Netcong ..		134 22		1,680 97	91 35		1 392 00
Passaic ..		119 21		2,462 38	104 95		2 500 00
Pequannock ..		287 92		2,082 51	91 64		2 500 00
Randolph ..		308 25		3,870 80	116 81		1 250 00
Rockaway Township ..		154 97		6,574 28	291 68		4 700 00
Rockaway Borough ..		75 62		2,822 43	123 74		2 500 00
Roxbury ..		1,401 00		3,409 28	162 23		2 900 00
Washington ..		37 47		3,338 99	125 96		1 350 00
Wharton ..		487 25		2,781 76	129 01		2 000 00
		\$36,446 23		\$24,374 52	\$3,597 04		\$30,975 16

# MORRIS COUNTY.

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RIS, State of New Jersey for the School Year Ending June 30th, 1903.

Amount of District Tax Voted for Purchase of Land	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.	\$75 00	.	.	\$250 00	.	.	.	\$250 00
.	775 00	.	\$1,640 00	9,232 00	.	.	.	15,864 17
.	2,325 00	.	.	1,975 00	.	.	.	3,859 31
.	450 00	.	450 76	8,500 99	.	.	.	12,818 23
.	600 00	.	600 00	2,250 78	.	.	.	4,691 07
.	.	.	.	9,000 00	.	.	.	23,154 20
.	.	.	.	5,173 50	.	.	.	9,580 94
.	.	.	.	3,050 00	.	.	.	5,551 58
.	.	.	750 00	7,750 00	.	.	.	12,318 27
.	.	.	2,100 00	1,900 00	.	.	.	4,489 50
.	200 00	.	.	3,660 00	.	.	.	9,657 75
.	5,300 00	.	.	1,200 00	.	.	.	3,458 97
.	120 00	.	.	29,500 00	.	.	.	64,262 97
.	165 00	.	750 00	550 00	.	.	.	1,142 79
.	.	.	.	1,395 00	.	.	.	3,526 06
.	.	.	.	2,207 00	.	.	.	4,113 54
.	.	.	750 00	2,500 00	.	.	.	5,188 54
.	.	.	.	3,250 00	.	.	.	6,721 99
.	150 00	.	.	1,500 00	.	.	.	6,796 86
.	300 00	.	.	5,000 00	.	.	.	12,021 02
.	.	.	.	3,500 00	.	.	.	6,621 75
.	.	.	.	2,900 00	.	.	.	7,873 10
.	650 00	.	.	2,000 00	.	.	.	5,502 43
.	.	.	822 50	8,832 60	.	.	.	7,210 53
\$11,110 00			\$7,908 28	\$110,078 75				\$224,496 85

*Report of Attendance, by Districts, for the County of MORRIS.*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Boonton Township .....	9.8	28	31	59	1	29
Boonton Town .....	9.3	358	325	683	14	1,430
Butler Borough .....	9.46	141	170	311	.....	127
Chatham .....	9.36	261	242	503	18	471
Chester .....	9.36	144	152	296	2	124
Dover .....	9.4	670	692	1,362	86	374
Hanover .....	9.9	321	324	645	.....	1,845
Jefferson .....	9.6	184	198	382	.....	482
Madison .....	9.36	371	275	646	10	745
Mendham .....	9.2	171	148	319	3	1,342
Montville .....	9.4	163	140	303	.....	511
Morris .....	9.3	68	96	164	.....	307
Morristown .....	9.46	734	783	1,517	41	1,309
Mt. Arlington .....	9.36	24	24	48	.....	87
Mt. Olive .....	8.1	126	134	260	.....	623
Netcong .....	8.25	122	120	242	1	6
Passaic .....	9.1	205	163	368	.....	511
Pequannock .....	8.5	175	164	339	3	361
Randolph .....	8.7	226	223	449	3	777
Rockaway Township .....	9.25	.....	457	942	9	219
Rockaway Borough .....	9.5	.....	196	241	22	19
Roxbury .....	9.2	.....	264	641	1	426
Washington .....	8.8	.....	226	476	2	526
Wharton .....	9.6	212	162	374	86	105
		5,622	5,767	11,389	260	12,215

## State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Tar- diness per Day for each Teacher.	Average Number on Roll	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Pri- mary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School	Average Number of Pupils Trans- ported per day.	Number of Male Teachers Em- ployed	Number of Female Teachers Em- ployed	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.203	42	36	.857	.....	.....	35	.....	.....	.....	.....	.....	.....	41 06
.68	539	501	.941	.....	56	358	193	.....	22	.....	16	\$150	53 09
.20	192	164	.854	.....	.....	203	108	.....	21	.....	4	74 07	39 88
.32	348	314	.90	.....	.....	239	196	.....	24	.....	9	82 43	51 85
.123	199	177	.88	.....	.....	165	96	.....	19	.....	5	53 48	34 47
.072	1,080	1,031	.945	132	.....	654	444	122	55	.....	26	115 25	80 84
.84	331	325	.84	.....	.....	409	231	5	8	.....	13	56 19	41 79
.26	209	186	.87	.....	.....	229	153	.....	8	.....	4	47 26	36 83
.4	375	347	.92	.....	.....	333	149	64	25	.....	12	176 47	66 22
.62	205	173	.84	.....	.....	173	133	8	54	.....	1	49 45	34 56
.53	196	173	.88	.....	.....	224	99	.....	24	.....	5	43 08	46 42
.36	119	101	.85	.....	.....	108	81	.....	27	.....	1	53 59	36 51
.206	1,248	1,174	.94	.....	.....	927	458	133	48	.....	24	141 21	62 77
.222	34	32	.94	.....	.....	32	26	.....	8	.....	2	.....	45 45
.6	174	150	.83	.....	.....	159	111	.....	74	.....	7	46 73	34 81
.08	189	167	.88	.....	.....	165	84	13	25	.....	4	102 03	45 45
.25	243	216	.88	.....	.....	223	145	.....	45	.....	5	53 84	43 06
.233	206	174	.86	.....	.....	223	118	.....	48	.....	4	50 59	42 23
.29	230	250	.89	.....	.....	320	148	.....	44	.....	5	48 65	36 41
.12	608	548	.90	.....	.....	630	262	.....	103	.....	11	54 85	40 83
.014	267	254	.953	.....	.....	166	130	47	41	.....	1	115 78	49 84
.28	351	315	.91	.....	.....	303	234	5	65	.....	8	58 57	44 08
.3	296	259	.87	.....	.....	277	195	5	84	.....	7	41 53	36 42
.16	268	251	.93	.....	.....	308	139	27	38	.....	1	104 16	47 74
.312	8,048	7,308	.908	123	.....	8,862	3,959	570	.....	44	98	\$65 20	\$49 24



*Financial Report by Districts, for the County of OCEAN,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Plumsted Township	\$1 468 96	\$1 400 00	\$718 02	\$3,584 98	\$2 288 96	\$175 15	.	\$515 00
Jackson Township	2 548 73	1,075 00	146 30	3,769 03	2 715 10	234 78	358 68	.
Lakewood Twp.	5,311 29	18,887 54	21,173 70	45 372 53	12 575 20	1,496 32	17,512 61	3,502 50
Brick Township	2 398 20	3,720 00	520 00	6,638 20	3,589 43	338 15	388 44	537 09
Manchester Twp.	2,089 37	2 392 83	7 70	4,190 00	2 449 37	410 18	69 92	.
Dover Township	3,894 87	6,579 34	17,000 00	27 384 21	7,020 00	791 32	17,017 34	1,200 00
Berkeley Township	766 24	600 00	100 07	1 465 31	1 125 00	104 96	60 41	.
Lacey Township	743 75	900 00	175 04	1 519 39	1,205 00	57 75	21 56	.
Ocean Township	712 00	400 00	.	1,112 00	945 00	40 00	100 00	.
Union Township	1 202 56	2,641 55	40 84	3,884 75	1,706 00	391 77	.	1,178 77
Stafford Township	1,274 44	1,073 00	222 04	2 569 48	1 900 00	124 89	180 04	171 96
Eagleswood Twp.	923 21	516 00	197 20	1,546 41	1,107 60	79 80	14 26	33 00
Little Egg Harbor Township	2,212 59	2 215 00	300 50	4,728 09	2,979 00	360 50	220 00	471 50
Pt Pleasant Beach Borough	1,179 23	3,000 00	100 00	4,279 23	2,876 00	350 00	.	1,000 00
Bay Head Borough	256 01	400 00	.. ..	656 01	414 00	19 50	7 36	.. ..
Island Heights—Borough	468 29	709 63	60 00	1,238 92	810 00	56 08	.. ..	216 00
Beach Haven Boro.	468 81	809 06	176 00	1,443 86	720 00	96 70	170 20	125 00
Surf City Borough	219 81	.....	39 03	258 84	218 00	21 00	.....	.....
Long Beach Twp.	437 35	450 00	.. .....	887 35	675 00	46 78	31 02	.. ..
Seaside Park oBro.	223 20	450 70	40 00	714 00	360 00	42 00	.. ..	.....
Total . . . . .	\$23,689 81	\$47,619 74	\$40,936 84	117,236 29	\$47,575 86	\$6,287 84	\$36,151 84	\$9,000 84

# OCEAN COUNTY.

425

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
..	..	\$118 86	\$450 34	..	..	\$2,548 11	..	..	\$38 87	\$38 87
..	..	145 07	68 06	..	..	3,521 59	..	..	246 44	246 44
..	\$897 78	1,384 47	3,567 21	..	..	40,918 10	..	\$2,371 36	1,085 09	4,456 45
..	..	619 95	20 00	..	..	5,491 06	..	645 18	500 00	1,145 18
..	..	127 66	292 04	155 60	..	3,606 77	..	684 23	..	684 23
..	..	828 57	447 57	..	..	27,304 80	..	79 41	..	79 41
..	..	..	103 49	..	..	1,393 88	..	71 43	..	71 43
..	..	113 64	54 68	..	..	1,452 63	..	66 78	..	66 78
..	..	27 00	..	..	..	1,112 00	..	..	..	..
..	..	492 31	40 00	75 90	..	3,884 75	..	..	..	..
..	..	183 91	108 67	..	..	2,569 48	..	..	..	..
..	..	52 39	209 16	..	..	1,546 41	..	..	..	..
..	..	320 00	137 20	..	..	4,488 20	..	239 89	..	239 89
..	..	54 23	..	..	..	4,279 28	..	..	..	..
..	..	90 87	115 55	..	..	647 28	..	8 73	..	8 73
..	..	123 23	29 39	..	..	1,234 70	..	1 22	..	1 22
..	..	116 49	56 45	..	..	1,285 94	..	157 92	..	157 92
..	..	..	18 00	..	..	255 00	..	3 64	..	3 64
..	..	60 40	26 91	..	40 00	870 11	..	17 24	..	17 24
..	..	20 76	48 74	..	..	471 49	..	342 61	..	242 51
..	\$897 78	\$4,849 60	\$6,793 47	\$231 50	\$40 00	\$108,778 53	..	\$5,683 47	\$1,888 39	\$7,457 86

*Apportionment of School Moneys, by Districts, for County of OCEAN,*

DISTRICTS.	Balance State and County Mon- ey July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Plumsted Township.....			\$36 87	\$1,639 18	\$53 40		\$1,160 00
Jackson Township.....			246 44	2,441 08	88 67		900 00
Lakewood Township.....	3,371 35		1,065 08	5,914 68	168 88		11,062 00
Brick Township.....	645 14		500 00	2,665 34	85 22		2,019 00
Manchester Township.....	884 23			2,075 15	50 80		1,610 00
Dover Township.....	79 41			3,987 04	108 40		5,050 00
Berkeley Township.....	71 43			700 73	18 80		800 00
Lacey Township.....	66 78			730 35	24 08		800 00
Ocean Township.....				638 97	18 27		600 00
Union Township.....				1,251 06	46 35		1,030 00
Stafford Township.....				1,298 68	55 15		333 00
Eagleswood Township.....				920 98	22 34		495 25
Little Egg Harbor Borough.....	239 89			2,296 71	91 72		1,523 00
Pt. Pleasant Beach Township.....				1,260 87	46 22		2,000 00
Bay Head Borough.....	8 73			237 12	6 85		400 00
Island Heights oBro.....	1 22			483 46	15 42		436 00
Beach Haven Borough.....	157 92			480 80	14 92		530 00
Surf City Borough.....	3 64			308 28	1 16		
Long Beach Township.....	17 24			430 18	5 57		450 00
Seaside Park Borough.....	242 51			217 89	3 30		
Total.....	\$5,589 47	\$1,968 39	\$29,976 53	\$604 10			\$28,212 36

# OCEAN COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	\$100 00	.....	\$200 00	\$1,400 00	.....	.....	.....	\$2,179 45
.....	405 00	.....	.....	1,305 00	.....	.....	.....	4,059 19
\$2,000 00	16,050 00	.....	3,502 50	32,614 50	.....	.....	.....	43,154 47
.....	350 00	.....	460 00	3,720 00	.....	.....	.....	7,616 40
.....	.....	.....	.....	1,610 00	.....	.....	.....	4,430 18
.....	300 00	.....	1,200 00	8,450 00	.....	.....	.....	10,634 85
.....	.....	.....	.....	600 00	.....	.....	.....	1,390 76
.....	.....	.....	.....	600 00	.....	.....	.....	1,431 17
.....	.....	.....	.....	500 00	.....	.....	.....	1,217 24
.....	.....	.....	750 00	1,790 00	.....	.....	.....	3,067 41
.....	150 00	.....	.....	1,072 00	.....	.....	.....	2,426 84
.....	300 00	.....	180 00	2,008 00	.....	.....	.....	4,636 23
.....	.....	.....	.....	495 28	.....	.....	.....	1,428 29
.....	.....	.....	1,000 00	4,000 00	.....	.....	.....	5,297 19
.....	.....	.....	.....	400 00	.....	.....	.....	652 70
.....	.....	.....	200 00	655 00	.....	.....	.....	1,156 10
.....	.....	.....	.....	550 00	.....	.....	.....	1,203 64
.....	.....	.....	.....	.....	.....	.....	.....	211 08
.....	.....	.....	.....	450 00	.....	.....	.....	902 97
.....	.....	.....	.....	.....	.....	.....	.....	483 70
\$2,000 00	\$17,485 00	.....	\$7,522 50	\$40,220 78	.....	.....	.....	\$98,559 25

*Report of Attendance, by Districts, for the County of OCEAN.*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Cases of Tardiness during the year.	Number of Pupils neither Absent nor Tardy during the year.
Plumsted Township .....	9	159	123	282	9	223
Jackson Township .....	9	239	226	465	2	434
Lakewood Township .....	9	435	432	917	14	1,447
Brick Township .....	9	253	241	494	6	1,162
Manchester Township .....	9	121	113	234	1	162
Dover Township .....	9.38	306	280	590	12	362
Berkeley Township .....	9	57	73	130	.....	121
Lacey Township .....	9	55	68	123	2	132
Ocean Township .....	9	49	45	94	.....	82
Union Township .....	9	94	102	196	9	234
Stafford Township .....	9	131	141	272	4	236
Eagleswood Township .....	9	72	66	138	1	166
Little Egg Harbor Township....	9	229	131	410	4	552
Point Pleasant Beach Borough..	10	84	92	176	1	717
Bay Head Borough .....	9	23	22	50	1	56
Island Heights Borough.....	9	32	44	76	1	91
Beach Haven Borough. ....	9	39	40	79	.....	166
Surf City Borough.....	9	4	3	7	.....	.....
Long Beach Township.....	9	9	9	18	1	17
Seaside Park Borough.....	9	11	20	31	1	66
Total .....	9.07	2,882	2,586	4,778	70	7,344

# OCEAN COUNTY.

429

State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tar- diness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Pri- mary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School Grades or years.	Average Number of Pupils Trans- ported per day.	Number of Male Teachers Em- ployed.	Number of Female Teachers Em- ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.19	152	131	86		136	154	2	10					
.23	226	188	83		255	194		10					
.37	601	539	89		539	221	45	12					
.42	313	270	86		344	134	16	10					
.10	143	116	81		142	84	8	10					
.35	408	349	85		337	207	46	12					
.44	84	71	84		74	56		8					
.49	80	70	87		64	57	2	8					
.16	59	50	85		49	45		8					
.45	161	147	91		112	62	22	12					
.40	106	172	88		171	77	24	10					
.24	71	59	83		93	40	5	10					
.36	308	271	88		230	162	18	10					
.78	131	111	84		88	75	15	11					
.36	34	31	91		30	20		7					
.26	53	49	92		41	25	10	10					
.21	55	49	89		44	31	4	10					
	3	2	89		5	2		4					
.06	14	12	85		10	8		8					
.20	13	11	84		24	7		6					
33	3,103	2,696	.87	111	2,785	1,461	213	12	9	36	88	\$56 14	\$35 93

Financial Report by Districts, for the County of PASSAIC

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Acquackanonk	\$6,947 75	\$27,912 97	\$7,811 55	\$42,672 27	\$13,325 25	\$2,299 94	\$10,348 51	\$2,106 28
Hawthorne . .	2,896 23	7,678 04	311 16	10,884 43	4,785 18	1,174 25	1,898 90	1,217 59
Little Falls . .	2,575 93	8,094 31	20,890 99	32,561 23	5,700 00	865 02	428 43	.....
Manchester . .	6,545 36	13,263 72	251 50	20,060 58	10,783 50	2,028 82	1,377 05	2,302 59
Passaic . . . .	32,893 03	69,131 97	65,001 79	167,026 79	70,298 26	8,569 88	37,871 76	.....
Paterson .. . .	127,067 34	180,000 00	28,920 77	335,978 11	23,419 97	28,227 60	39,957 04	.....
Pompton . . . .	2,803 16	3,897 12	410 20	7,110 47	4,230 00	312 36	51 28	209 59
Pompton Lakes	992 36	2,390 94	180 41	3,563 71	2,300 00	296 37	465 29	75 00
Totowa . . . .	707 91	1,069 09	54 71	1,831 71	1,126 25	92 03	43 07	.....
Wayne . . . . .	2,374 56	5,235 00	5,708 77	13,268 33	4,581 26	589 68	5,622 53	1,032 99
West Milford.	2,297 93	2,088 82	1,174 54	5,561 29	3,297 93	232 61	820 21	282 06
Totals . . . . .	\$190,060 55	\$320,762 98	\$190,706 39	\$641,529 22	\$354,506 57	\$44,779 78	\$96,714 90	\$16,135 26

# PASSAIC COUNTY.

431

*State of New Jersey, for the School Year Ending June 30th, 1902.*

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Money's from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$3,029 82	\$1,051 89	.....	\$376 24	\$33,537 31	.....	\$3,785 25	\$250 71	\$9,036 96
.....	.....	851 99	369 57	.....	.....	10,077 37	.....	687 83	119 13	907 06
.....	.....	1,142 45	3,283 15	.....	.....	11,419 25	.....	2,555 17	18,476 81	21,181 98
.....	.....	1,050 39	799 96	.....	.....	18,842 32	.....	986 76	251 50	1,238 26
.....	\$4,635 94	7,275 09	8,725 23	.....	.....	137,356 36	.....	8,863 61	20,796 82	29,660 43
.....	3,126 40	17,115 92	9,197 11	.....	.....	\$31,823 06	.....	4,155 05	.....	4,155 05
.....	345 00	226 73	611 80	.....	.....	6,688 07	.....	402 20	20 20	422 40
.....	.....	121 88	151 77	.....	.....	2,330 31	.....	114 03	119 37	233 40
.....	.....	152 73	203 00	.....	.....	1,617 08	.....	150 92	54 71	214 63
.....	.....	417 28	459 86	.....	.....	12,704 10	.....	82 88	481 35	564 23
.....	.....	160 22	613 79	.....	.....	6,126 76	.....	402 60	31 93	434 53
.....	\$9,107 34	\$31,545 00	\$25,466 82	.....	\$376 24	\$573,631 99	.....	\$27,296 35	\$40,602 58	\$67,897 93



*Apportionment of School Moneys, by Districts, for the County of PAS-*

DISTRICTS.	Balance State and County Mon- eys July 1st, 1901.	Balance District Tax July 1st, 1901.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$200,000	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Acquanconk . . . . .		\$8,785 35	\$250 71	\$7,585 81	\$40 19	.....	\$15,196 89
Hawthorne . . . . .		687 88	119 18	3,360 78	19 91	.....	3,575 89
Little Falls . . . . .		2,655 17	18,478 81	3,645 27	22 47	.....	8,201 52
Manchester . . . . .		986 79	251 50	5,221 39	28 17	.....	6,206 85
Passaic . . . . .		8,863 61	30,798 82	38,663 10	215 79	.....	49,677 71
Paterson . . . . .		4,155 05	-	130,230 13	776 39	.....	135,000 57
Pompton . . . . .		402 20	20 20	2,542 40	14 65	.....	2,577 25
Pompton Lakes . . . . .		114 03	118 37	1,218 28	8 06	.....	1,344 71
Prospect Park . . . . .		-	-	2,319 81	11 33	.....	2,331 14
Totowa . . . . .		159 83	54 71	618 39	3 36	.....	728 29
Wayne . . . . .		82 28	481 35	2,861 49	13 39	.....	3,358 51
West Milford . . . . .		402 60	31 93	3,144 30	14 68	.....	3,592 51
Totals . . . . .		\$27,295 35	\$40,902 58	\$201,408 15	\$1,188 38	.....	\$289,993 54

# PASSAIC COUNTY.

433

AIC, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	\$3,475 00	..	\$2,050 00	\$20,705 00	.....	.....	.....	\$27,265 98
.....	1,500 00	.....	1,995 00	7,170 00	.....	.....	.....	11,857 75
.....	900 00	.....	744 97	7,343 51	.....	.....	.....	12,143 23
.....	438 00	.....	2,015 00	7,106 00	.....	.....	.....	12,593 23
\$5,100 00	41,900 00	2,500 00	.....	112,487 00	.....	.....	.....	181,928 23
.....	.....	2,000 00	.....	185,000 00	.....	.....	.....	\$20,161 57
850 00	.....	.....	.....	2,850 00	.....	.....	.....	8,225 45
.....	50 00	.....	75 00	2,387 00	.....	.....	.....	2,946 72
.....	.....	.....	675 00	2,200 00	.....	.....	.....	5,531 14
.....	.....	.....	.....	700 00	.....	.....	.....	1,534 22
.....	.....	.....	1,620 00	5,630 00	.....	.....	.....	9,069 11
.....	125 00	.....	978 00	1,752 00	.....	.....	.....	5,346 51
\$5,950 00	\$48,225 00	\$4,500 00	\$10,162 97	\$257,831 51	.....	.....	.....	\$628,306 97

## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of PASSAIC*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year	Total Number of Cases of Tardiness during the year
Acquackanonk .....	9.34	431	406	1,231	.....	1,231
Hawthorne .....	9.53	245	231	536	.....	536
Little Falls .....	9.46	230	291	611	.....	611
Manchester .....	9.73	488	457	945	.....	945
Passaic .....	9.59	2,573	2,423	5,197	.....	5,197
Paterson .....	9.86	8,021	8,044	16,065	176	16,241
Pompton .....	8.41	285	280	565	.....	565
Pompton Lakes .....	9.10	96	91	187	.....	187
Totowa .....	9.00	50	40	90	.....	90
Wayne .....	8.81	226	221	447	1	448
West Milford .....	8.65	287	247	534	1	535
Totals .....	9.21	13,237	13,194	26,431	216	26,647

# PASSAIC COUNTY.

435

State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Typhoid per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergarten.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School Grades or years.	Average Number of Pupils Transferred per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.26	863	787	.91	232	752	227	18	395	.....	4	21	\$74 90	\$53 78
.29	350	304	.87	67	323	123	12	134	.....	3	9	78 68	45 88
.35	418	381	.91	78	372	152	4	175	.....	4	7	74 00	44 92
.14	700	645	.92	178	532	216	19	188	.....	2	21	110 40	65 52
.47	3,812	3,370	.88	872	2,827	1,126	312	99	.....	7	118	107 74	60 38
.24	12,796	11,876	.92	1,762	9,541	4,085	697	357	.....	50	324	138 14	54 80
.62	312	287	.92	.....	406	157	.....	169	.....	4	6	69 50	47 22
.07	127	113	.89	.....	117	62	8	89	.....	1	3	■ ■	52 38
.19	75	49	.65	.....	90	30	.....	32	.....	1	1	75 00	52 78
.28	296	256	.87	.....	284	169	3	216	.....	5	5	80 10	46 50
.51	254	230	.90	.....	395	149	.....	208	.....	4	7	85 78	36 70
.33	20,036	18,377	.92	3,123	15,512	6,556	1,073	2,114	.....	84	680	\$82 35	\$49 18

*Financial Report by Districts, for the County of SALEM,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Alloway .....	\$3,088 34	\$823 23	\$19 00	\$3,921 57	\$3,036 00	\$208 56	\$234 86	\$9 00
Elmer .....	2,707 77	1,424 50	115 00	4,247 27	2,047 50	317 25	106 14	381 00
Elsinboro .....	1,053 84	416 77	10 00	1,479 61	982 00	130 08	41 47	...
Lower A Creek ..	2,230 12	600 00	2 00	2,732 12	2,152 00	79 12	135 43	8 00
Lower Penn's Neck ..	2,136 88	660 00	1,063 00	3,845 88	2,516 68	171 50	91 19	724 50
Mannington .....	3,510 49	1,322 29	60 00	4,892 78	3,091 00	263 29	66 42	...
Oldmans .....	2,704 47	1,075 23	...	3,781 70	3,282 00	214 81	55 97	14 71
Pennsgrove .....	1,992 03	5,125 82	57 20	7,175 05	2,830 00	288 00	1,767 15	1,231 00
Pilesgrove .....	3,163 20	1,400 00	24 00	4,587 20	2,856 88	237 25	86 22	...
Pittsgrove .....	4,071 72	1,107 00	1,438 50	6,667 22	3,790 00	256 80	1,414 02	133 30
Quinton .....	1,764 05	1,250 11	...	3,014 16	1,837 50	321 88	277 50	...
Salem City .....	2,218 69	2,684 26	624 58	19,527 52	12,906 00	1,604 00	1,133 25	1,404 00
Upper Penn's Neck...	1,478 52	659 66	...	2,138 18	1,260 00	95 50	...	529 81
Upper Pittsgrove ..	3,436 30	950 00	666 13	5,052 33	3,708 00	272 12	316 42	403 00
Woodstown .....	2,691 55	1,210 00	294 40	4,196 95	3,345 00	379 18	82 51	13 69
	\$45,848 87	\$27,697 86	\$4,411 81	\$77,958 54	\$49,987 52	\$4,664 48	\$5,801 34	\$4,851 01

# SALEM COUNTY.

437

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$144 86	.....	.....	.....	\$3,629 16	\$148 79	\$142 63	.....	\$393 41
.....	.....	133 02	103 20	.....	.....	3,063 11	524 56	534 61	.....	1,159 16
.....	.....	106 85	133 68	.....	.....	1,893 06	71 84	14 71	.....	88 55
.....	.....	111 06	143 12	.....	.....	2,632 72	.....	88 40	.....	99 40
.....	.....	150 91	110 00	.....	.....	3,764 76	.....	81 19	.....	81 19
.....	.....	181 70	324 02	.....	.....	3,396 52	666 11	330 15	.....	986 86
.....	.....	156 70	58 60	.....	.....	3,781 69	.....	01	.....	01
.....	.....	377 02	111 83	.....	.....	6,646 00	.....	530 05	.....	530 05
.....	.....	206 97	199 13	.....	278 00	3,960 42	.....	626 78	.....	626 78
.....	.....	322 10	477 42	.....	181 40	6,576 04	.....	82 13	.....	92 13
.....	.....	219 91	.....	.....	340 00	2,946 89	.....	67 27	.....	67 27
.....	.....	1,368 03	686 76	.....	.....	19,210 03	.....	.....	317 49	317 49
.....	.....	106 06	82 79	.....	.....	2,074 16	8 03	.....	.....	64 03
.....	.....	204 72	133 73	.....	.....	5,927 99	.....	.....	24 34	24 34
.....	.....	222 04	163 56	.....	.....	4,196 96	.....	.....	.....	.....
.....	.....	\$4,386 03	\$2,694 71	.....	\$497 40	\$72,621 49	\$1,430 21	\$2,674 91	\$341 63	\$4,437 06

## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of SALEM.*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year	Total Number of Cases of Truancy during the year
Alloway .....	9	188	183	371	10	1,381
Elmer .....	9	130	131	261	8	586
Elsinboro .....	9	44	88	110	1	317
Lower A Creek .....	9	145	135	280	1	396
Lower Penn's Neck .....	9½	169	153	321	.....	767
Mannington .....	9	198	186	384	1	838
Oldmans .....	9	165	153	318	1	1,087
Pennagrove .....	9	194	179	373	12	117
Pilesgrove .....	9	183	153	316	.....	1,161
Pittsgrove .....	9	266	241	508	1	2,080
Quinton .....	10	103	99	202	2	680
Salem City .....	10	693	609	1,302	100	1,426
Upper Penn's Neck .....	9	78	72	150	.....	386
Upper Pittsgrove .....	9	214	204	418	5	882
Woodstown .....	9.5	150	175	325	8	1,389
	9.4	2,898	2,744	5,642	187	21,908

# SALEM COUNTY.

441

State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School Grades or years.	Average Number of Pupils Transported per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.77	240	206	86	..	246	90	38	152	..	..	..	..	..
.88	183	164	90	..	154	76	33	20	..	..	..	78 00	43 50
.88	64	55	86	..	86	23	15	15	..	..	..	..	37 00
.81	152	135	89	..	191	77	15	119	..	..	..	..	33 00
.53	193	169	88	..	208	80	35	34	..	1	..	57 00	37 20
.50	212	187	88	..	301	74	7	154	..	1	..	51 00	38 00
.50	211	178	85	..	192	101	20	61	..	..	..	..	41 20
.10	278	249	90	..	237	101	35	12	..	1	..	97 00	42 00
.71	304	175	58	..	207	84	25	77	..	1	..	35 00	37 00
1.06	296	238	81	..	368	128	17	87	..	3	..	40 10	40 00
.95	143	127	88	..	122	58	23	45	..	1	..	58 30	41 30
.34	948	902	94	..	950	241	111	49	..	4	..	80 00	40 37
.79	76	66	87	..	80	58	12	58	..	..	..	..	34 00
.43	268	228	86	..	268	115	35	175	..	..	..	..	36 00
.88	239	222	92	..	156	124	45	22	..	2	..	51 00	33 00
.64	3,708	3,300	.89	..	3,780	1,406	454	1,087	..	18	121	\$55 25	\$38 90



*Apportionment of School Moneys, by Districts, for the County of SOM.*

DISTRICTS.	Balance State and County Mon- eys July 1st, 1901.	Balance District Tax July 1st, 1901.	Balance Received from Other Sources July 1st, 1901.	Amount Apportioned from State Appropriation, Including State School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
<b>Townships—</b>							
Bedminster .....	\$34 87	\$108 78	.....	\$3,968 81	\$190 27	.....	\$1,458 00
Bernards .....	201 10	.....	.....	4,315 67	219 81	.....	5,000 00
Branchburg .....	.....	279 79	.....	1,966 43	101 32	.....	1,000 00
Bridgewater .....	13 92	227 62	118 23	4,893 41	296 32	.....	1,200 00
Franklin .....	112 84	166 11	.....	3,176 29	133 83	.....	1,000 00
Hillsborough .....	.....	44 16	.....	4,359 91	211 22	.....	900 00
Montgomery .....	15 01	29 56	.....	2,238 54	121 87	.....	500 00
North Plainfield .....	.....	453 18	1 16	949 44	44 64	.....	700 00
Warren .....	3 21	13 42	74	1,693 43	87 64	.....	130 00
<b>Towns and Boroughs—</b>							
Bound Brook .....	.....	\$607 32	\$3 06	\$4,574 17	\$223 63	.....	\$4,500 00
East Millstone .....	.....	56 06	.....	403 42	26 79	.....	.....
North Plainfield .....	.....	213 14	.....	11,544 72	677 64	.....	16,000 00
Somerville .....	.....	.....	232 68	9,236 25	\$25 86	.....	8,000 00
South Bound Brook .....	.....	432 28	10 00	1,520 61	84 42	.....	1,000 00
	\$323 75	\$2,748 92	\$385 87	\$54,627 61	\$2,869 09	.....	\$44,500 00

**State of New Jersey, for the School Year Ending June 30th, 1902.**

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$247 41	\$229 82	.....	.....	\$5,704 36	\$36 87	\$108 78	.....	\$145 45
.....	.....	254 51	386 09	250 00	.....	8,651 95	201 10	.....	.....	201 10
.....	.....	.....	84 53	.....	80 00	2,714 67	.....	378 79	.....	378 79
.....	.....	150 82	2,713 17	.....	.....	9,305 86	13 92	237 52	118 33	269 77
.....	.....	75 00	586 25	15 00	227 50	5,008 43	112 84	166 11	.....	278 95
.....	.....	132 08	308 92	232 70	.....	6,196 21	.....	44 16	.....	44 16
.....	.....	74 39	228 56	.....	.....	2,928 16	15 01	89 56	.....	54 57
.....	.....	90 14	133 91	.....	110 00	2,522 35	.....	452 13	1 16	453 34
.....	.....	242 58	129 40	.....	.....	2,983 76	3 21	13 42	74	17 37
.....	.....	203 67	1,174 72	.....	.....	10,126 54	.....	807 32	3 06	810 38
.....	.....	.....	152 39	.....	.....	878 29	.....	55 66	.....	55 66
.....	\$2,875 05	1,413 29	4,419 84	.....	.....	35,194 82	.....	213 14	.....	213 14
.....	.....	1,395 14	1,543 71	.....	.....	21,885 25	.....	.....	212 68	232 58
.....	.....	51 18	921 85	.....	.....	4,484 49	.....	432 28	10 00	442 28
.....	\$2,875 05	\$4,220 11	\$12,887 26	\$497 70	\$417 50	\$119,285 04	\$383 75	\$2,749 92	\$365 87	\$3,498 54

Apportionment of School Moneys, by Districts, for the County of SOM.

DISTRICTS.	Balance State and County Mon- eys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including State School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Townships—							
Bedminster .....	\$36 67	\$108 78	.....	\$3,966 81	\$190 37	.....	\$1,456 00
Bernards .....	201 10	.....	.....	4,315 57	219 81	.....	5,000 00
Branchburg .....	.....	279 79	.....	1,986 43	101 32	.....	1,064 00
Bridgewater .....	13 92	237 57	118 23	4,892 41	296 23	.....	2,300 00
Franklin .....	112 84	168 11	.....	3,175 29	123 63	.....	1,025 00
Hillsborough .....	.....	44 16	.....	4,359 91	211 23	.....	925 00
Montgomery .....	15 01	39 56	.....	2,338 54	121 67	.....	525 00
North Plainfield .....	.....	452 18	1 18	949 44	44 64	.....	720 00
Warren .....	3 21	13 42	74	1,683 42	87 64	.....	150 00
Towns and Boroughs—							
Bound Brook .....	.....	\$807 23	\$2 06	\$4,574 17	\$128 63	.....	\$4,500 00
East Milstone ..	.....	55 66	.....	403 42	25 79	.....	.....
North Plainfield ..	.....	213 14	.....	11,544 73	607 66	.....	16,300 00
Somerville .....	.....	.....	232 58	9,236 65	525 96	.....	2,000 00
South Bound Brook .....	.....	432 28	10 00	1,520 57	84 42	.....	1,050 00
	\$382 75	\$2,749 92	\$386 87	\$64,837 51	\$2,889 06	.....	\$44,500 00

# SOMERSET COUNTY.

445

*ERSBT, State of New Jersey, for the School Year Ending June 30th, 1902.*

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repair- ing School Houses.	Amount of District Tax Voted for Manual Training	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Or- dered to be Raised	Amount Received from Tempo- rary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	.....	.....	.....	\$1,435 00	.....	.....	.....	\$5,437 83
.....	.....	.....	.....	6,000 00	.....	.....	.....	10,738 48
.....	.....	.....	.....	1,050 00	.....	.....	.....	8,497 54
.....	.....	.....	.....	3,200 00	.....	.....	.....	8,758 50
.....	75 00	.....	.....	1,100 00	.....	.....	.....	4,677 97
.....	800 00	.....	.....	1,200 00	.....	.....	.....	5,815 30
.....	.....	.....	.....	550 00	.....	.....	.....	3,064 78
.....	.....	.....	.....	700 00	.....	.....	.....	2,147 43
.....	100 00	.....	.....	250 00	.....	.....	.....	2,038 43
.....	.....	.....	.....	4,500 00	.....	.....	.....	9,912 18
.....	.....	1,700 00	.....	13,090 00	.....	.....	.....	484 87
.....	500 00	.....	1,120 00	9,620 00	.....	.....	.....	30,365 53
.....	.....	.....	.....	1,050 00	.....	.....	.....	19,618 39
.....	.....	.....	.....	.....	.....	.....	.....	8,097 22
.....	\$1,275 00	\$1,700 00	\$1,120 00	\$48,855 00	.....	.....	.....	\$109,650 14

## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of SOMERSET.*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
<b>Townships—</b>						
Bedminster .. . . .	10	252	245	497	2	1,202
Bernards .. . . .	10	312	281	593	1	1,202
Branchburg .. . . .	10	120	98	218	.....	927
Bridgewater .. . . .	10	299	289	588	4	1,027
Franklin .. . . .	10	184	147	331	.....	1,512
Hillsborough .. . . .	10	268	208	474	2	1,051
Montgomery .. . . .	9	176	132	308	7	251
North Plainfield .. . . .	10	45	48	93	.....	20
Warren .. . . .	10	89	114	203	.....	70
<b>Towns and Boroughs—</b>						
Bound Brook .. . . .	10	261	243	494	3	72
East Millstone .. . . .	10	25	30	55	.....	115
North Plainfield .. . . .	10	348	587	1,143	113	1,572
Somerville .. . . .	10	482	506	988	6	1,709
South Bound Brook .. . . .	10	98	104	202	3	419
	9 12-14	2,121	2,042	4,173	146	14,543

# SOMERSET COUNTY.

447

State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tar- diness per Day for each Teacher	Average Number on Roll	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Pri- mary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	Average Number of Pupils Trans- ported per day.	Number of Male Teachers Em- ployed	Number of Female Teachers Em- ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
1.102	304	259	85	.	294	203	....	148	..	2	9	\$39 68	\$32 33
.880	353	292	82	.	394	208	....	91	..	4	8	80 85	43 86
.849	124	102	82	.	113	106	....	73	..	4	4	42 53	39 24
.876	378	340	89	75	306	189	19	38	..	10	10	89 74	44 81
.807	188	156	83	....	172	139	..	82	..	11	11	..	39 91
.649	371	237	63	..	283	192	..	118	18	10	10	41 76	36 73
.465	189	160	84	..	170	133	..	52	..	7	7	..	37 24
.623	61	55	90	..	53	35	..	16	..	3	3	..	35 08
.864	124	100	80	..	122	81	..	49	..	4	2	36 84	36 84
.641	336	304	90	65	309	91	29	12	..	2	10	96 75	51 86
.64	33	29	87	....	34	31	....	10	..	1	1	..	56 13
.28	906	849	93	144	658	346	93	34	..	4	30	106 80	62 80
.425	740	674	90	100	498	287	101	46	....	2	22	123 00	64 62
.064	140	125	90	..	125	78	....	16	..	1	3	73 65	42 11
596	4,148	3,682	88	884	3,434	2,134	241	783	21	25	120	\$70 28	\$46 47

*Financial Report by Districts, for the County of SUSSEX,*

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest	Amount Expended for Debt and Interest.
Andover . . . . .	\$1,226 19	\$2,800 00	\$492 17	\$4,418 36	\$2,400 00	\$178 99	\$1,381 07	.....
Bryam . . . . .	2,041 18	2,500 00	737 39	5,278 57	3,394 50	744 43	70 93	.....
Boro. of Sussex	1,514 46	1,500 00	1,082 47	4,106 93	2,750 00	307 44	88 38	556 17
Frankford . . . .	2,187 26	1,800 00	988 30	4,953 56	2,819 80	332 00	350 00	668 18
Green . . . . .	956 08	600 00	55 74	1,611 80	1,260 00	125 28	70 30	.....
Hampton . . . . .	1,102 87	600 00	85 30	1,788 17	1,098 00	71 52	50 72	.....
Hardyston . . . . .	4,173 88	8,350 00	1,937 88	12,461 76	7,076 00	777 46	1,320 63	2,285 85
Lafayette . . . . .	972 48	725 00	89 44	1,786 92	1,475 00	106 58	.....	.....
Montague . . . . .	1,198 29	650 00	414 68	2,262 97	1,497 00	161 59	99 12	.....
Newton . . . . .	5,071 28	10,415 00	2,404 55	17,890 83	9,480 00	1,830 14	497 55	1,918 00
Sandyston . . . . .	1,881 60	.....	572 41	2,454 01	1,996 10	165 02	23 40	.....
Sparta . . . . .	2,818 36	2,475 00	332 28	5,625 63	5,445 00	348 93	83 01	.....
Stillwater . . . . .	1,960 71	825 00	269 62	3,045 34	2,466 00	225 16	31 41	.....
Vernon . . . . .	2,411 21	2,000 00	252 50	5,663 81	4,342 50	159 35	124 71	157 85
Walpack . . . . .	696 21	225 00	25 99	947 20	675 00	66 00	12 52	.....
Wantage . . . . .	4,010 14	2,500 00	434 31	6,944 45	5,196 16	288 38	164 00	.....
	\$35,801 77	\$36,465 00	\$10,136 04	\$82,302 81	\$58,372 38	\$5,837 37	\$4,147 76	\$6,581 76

# SUSSEX COUNTY.

449

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	\$100 88	\$386 08	.....	.....	\$4,407 01	.....	\$11 35	.....	\$11 35
.....	.....	231 32	800 51	.....	.....	5,201 59	.....	.....	76 88	76 88
.....	.....	182 21	214 28	.....	.....	4,097 48	.....	89 45	.....	89 45
.....	.....	160 33	516 06	.....	.....	4,796 17	.....	.....	157 39	157 39
.....	.....	88 68	63 85	.....	.....	1,593 01	.....	18 79	.....	18 79
.....	.....	64 80	209 21	.....	.....	1,594 05	4 87	189 25	.....	194 12
.....	.....	629 38	418 94	.....	.....	12,408 26	.....	31 80	21 70	53 50
.....	.....	115 20	84 71	.....	.....	1,780 39	.....	6 53	.....	6 53
.....	.....	131 01	138 50	.....	.....	2,025 23	.....	237 74	.....	237 74
.....	.....	1,341 96	783 44	.....	.....	15,648 09	.....	2,342 74	.....	2,342 74
.....	.....	126 44	100 34	.....	.....	2,411 30	.....	42 71	.....	42 71
.....	.....	235 69	410 23	.....	.....	6,522 76	11 06	.....	91 82	102 87
.....	.....	223 86	94 41	.....	.....	3,045 34	.....	.....	.....	.....
.....	.....	493 89	239 89	.....	.....	5,527 89	.....	125 92	.....	125 92
.....	.....	50 92	75 32	.....	.....	879 76	.....	67 44	.....	67 44
.....	.....	168 46	358 37	.....	.....	6,267 37	.....	679 08	.....	679 08
.....	.....	\$4,429 71	\$4,536 85	.....	.....	\$78,206 30	\$15 92	\$1,782 80	\$347 79	\$4,066 51



*Apportionment of School Moneys, by Districts, for the County of SUSSEX,*

DISTRICTS.	Balance State and County Money July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including State School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Andover .. .. .		\$11 35		\$1,530 77	\$112 91		\$1,400 00
Bryam .. .. .			76 88	1,920 37	177 67		2,500 00
Borough of Sussex .. .. .		69 45		1,202 34	171 79		1,500 00
Frankford .. .. .			157 29	2,320 00	109 23		1,050 00
Green .. .. .		18 79		944 86	49 44		600 00
Hampton .. .. .	\$4 87	169 25		955 11	52 94		300 00
Hardyston .. .. .		21 80	21 70	3,991 66	338 49		7,500 00
Lafayette .. .. .		6 53		986 15	63 54		725 00
Montague .. .. .		237 74		1,118 60	40 44		500 00
Newton .. .. .		2,242 74		5,213 44	414 17		7,500 00
Sandyston .. .. .		42 71		1,878 91	85 78		500 00
Sparta .. .. .	11 06		91 82	2,785 47	199 82		2,300 00
Stillwater .. .. .				1,977 56	127 17		925 00
Vernon .. .. .		135 97		3,740 31	150 47		1,650 00
Walpack .. .. .		67 44		678 20	26 71		725 00
Wantage .. .. .		679 08		3,960 69	191 39		2,050 00
	\$15 92	\$3,732 80	\$347 79	\$35,200 74	\$2,821 94		\$32,225 00

# SUSSEX COUNTY.

451

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	\$50 00	.....	\$610 00	\$2,060 00	.....	.....	.....	\$2,715 02
.....	100 00	.....	.....	2,500 00	.....	.....	.....	4,674 83
.....	.....	.....	.....	1,800 00	.....	.....	.....	3,544 48
.....	.....	.....	.....	1,350 00	.....	.....	.....	3,636 62
.....	100 00	.....	.....	690 00	.....	.....	.....	1,613 09
.....	.....	.....	.....	400 00	.....	.....	.....	1,602 17
.....	.....	.....	.....	7,500 00	.....	.....	.....	11,883 95
.....	.....	.....	.....	725 00	.....	.....	.....	1,781 22
.....	50 00	.....	.....	550 00	.....	.....	.....	1,916 64
.....	.....	.....	1,365 00	9,365 00	.....	.....	.....	17,235 35
.....	.....	.....	.....	500 00	.....	.....	.....	2,518 88
.....	100 00	.....	.....	3,400 00	.....	.....	.....	6,468 16
.....	100 00	.....	.....	1,025 00	.....	.....	.....	3,124 73
.....	150 00	.....	.....	1,300 00	.....	.....	.....	5,227 20
.....	.....	.....	.....	2,500 00	.....	.....	.....	997 26
.....	450 00	.....	.....	2,500 00	.....	.....	.....	7,331 18
.....	\$2,100 00	.....	\$2,475 00	\$36,300 00	.....	.....	.....	\$77,418 59

*Report of Attendance, by Districts, for the County of SUSSEX,*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year.	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Andover .....	10	131	135	266	2	612
Byram .....	10	163	164	327	1	441
Borough of Sussex.....	10	144	152	296	11	1,244
Frankford .....	9	147	167	314	3	393
Green .....	9	77	77	154	2	235
Hampton .....	9	64	80	144	2	556
Hardyston .....	10	343	380	723	17	1,108
Lafayette .....	10	65	87	152	1	727
Montague .....	9	71	60	131	1	1,002
Newton .....	10	389	447	836	20	779
Sandyston .....	9	139	115	254	1	985
Sparta .....	10	236	308	544	10	1,303
Stillwater .....	9	153	157	310	4	1,027
Vernon .....	9	219	239	458	3	1,441
Walpack .....	9	32	34	66	.....	350
Wantage .....	2½	276	246	522	2	1,683
	9.5	2,649	2,749	5,397	80	13,896

# SUSSEX COUNTY.

453

State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Typhoid per Day for each Teacher	Average Number on Roll	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School Grades or years.	Average Number of Pupils Transferred per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
5	125	122	.88	28	145	121	7	7	7				40
1	220	189	.85	55	145	158	7	7	7			50	41
7	224	207	.92	55	135	90	23	10	7			50	39
38	190	170	.89	55	133	99	18	7	7			55	30
5	88	75	.85	55	85	38	8	8	7		1	35	35
8	85	80	.88	55	106	38		7	7		1	35	35
3	432	412	.95	55	501	307	15	4	7		4	87	40
7	97	78	.82	55	73	78	2	7	7		11	38	36
4	70	58	.83	55	57	50	14	8	7		12	35	33
34	606	548	.91	93	489	191	33	10	7		17	100	47
7	151	131	.86	55	145	98	12	6	7		5	32	27
6	262	230	.86	55	257	106	21	6	7		8	73	40
7	190	165	.87	55	185	108	17	6	7		5	34	34
8	253	222	.87	55	207	143	9	6	7		6	39	32
7	41	34	.85	55	39	37		6	7		1	25	25
5	302	253	.84	55	228	187	7	8	7		5	32	32
.85	2,399	2,999	.87	148	3,173	1,335	251	61	.....	29	102	\$47 81	\$36 90

*Financial Report by Districts, for the County of UNION,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Clark .....	\$418 70	\$502 50	\$45 00	\$964 20	\$418 70	\$27 00	\$27 88	.....
Cranford .....	4,908 42	15,854 83	677 12	21,238 47	10,414 85	1,397 77	771 27	\$2,215 00
Elizabeth .....	52,182 22	78,329 07	4,719 41	135,230 70	93,870 46	14,967 27	7,873 06	.....
Fanwood .....	2,133 03	7,137 89	110 00	9,370 71	4,309 73	844 50	72 63	.....
Linden .....	1,326 17	4,306 86	28 55	5,659 38	2,928 25	422 00	171 91	.....
New Providence .....	1,586 28	1,790 85	500 00	3,886 13	2,430 00	298 88	88 62	263 48
Plainfield .....	20,492 72	62,250 00	15,518 80	98,259 52	50,567 40	7,365 82	1,785 28	7,719 98
Rahway .....	10,465 05	18,000 00	849 72	27,314 77	19,578 21	2,837 03	1,255 55	.....
Roselle .....	2,318 17	8,895 70	2,014 19	14,027 97	5,911 00	429 18	1,155 22	56 88
Roselle Park..	2,740 11	6,000 00	2,909 27	11,649 48	5,854 50	781 44	106 73	2,141 52
Springfield ....	1,658 12	2,500 17	4,294 66	8,452 95	1,880 30	431 47	289 48	.....
Summit .....	5,820 16	20,240 22	2,724 25	29,784 74	12,880 00	1,535 00	801 61	1,300 00
Union .....	2,578 44	10,887 55	26 33	14,289 32	8,589 25	235 22	2,800 00	.....
Westfield .....	6,231 79	22,129 15	30,727 63	59,188 57	14,872 40	2,712 69	21,099 55	2,076 80
Total ...	\$115,971 28	\$256,213 59	\$67,241 95	\$439,426 92	\$233,439 65	\$36,241 12	\$48,728 92	\$17,258 09

# UNION COUNTY.

455

State of New Jersey, for the School Year Ending June 30th, 1902.

Amount Expended for Taking School Census.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	\$70 00	\$26 43	\$254 15	.....	\$82 37	\$923 53	.....	\$40 33	\$	\$40 33
.....	.....	1,101 76	4,057 59	.....	.....	20,457 74	.....	123 41	857 12	780 73
.....	.....	9,178 48	8,418 10	.....	.....	133,807 40	.....	857 05	546 25	1,423 30
.....	.....	314 93	2,793 56	.....	383 40	8,597 75	.....	852 96	110 00	773 96
.....	.....	311 24	107 77	.....	.....	3,939 17	.....	1,898 93	23 28	1,720 21
.....	.....	215 81	531 41	.....	.....	3,884 98	.....	1 15	.....	1 15
.....	.....	3,193 24	17,535 78	.....	.....	86,007 30	.....	7,000 63	3,251 59	10,252 22
.....	.....	1,928 02	171 64	.....	.....	26,768 54	.....	.....	546 23	546 23
.....	.....	1,072 59	4,419 05	.....	.....	13,042 12	.....	385 85	.....	385 85
.....	.....	612 11	2,006 88	.....	.....	11,451 17	.....	50 40	147 91	198 31
.....	.....	880 84	4,275 11	.....	.....	7,737 21	3 13	72	811 90	515 76
.....	369 87	1,352 17	2,565 58	.....	.....	29,284 22	.....	4,242 25	3,267 28	7,510 51
.....	.....	747 56	1,544 99	.....	.....	18,917 13	.....	372 19	.....	372 19
.....	.....	1,878 04	5,544 90	.....	.....	59 188 57	.....	.....	.....	.....
.....	\$439 87	\$22,812 01	\$54,524 49	.....	\$455 77	\$414 006 83	\$3 13	\$18,035 07	\$9,381 89	\$26,420 96

*Apportionment of School Moneys, by Districts, for County of UNION,*

DISTRICT.	Balance State and County Mon- ey's July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, including State School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Clark		\$40 33	\$	\$220 50			\$200 00
Cranford		123 61	667 12	5,321 89			11,950 99
Elizabeth		257 05	546 25	56,097 42			78,903 00
Fanwood		563 96	110 00	2,204 23			2,725 08
Linden		1,696 93	23 28	1,370 13			1,900 00
New Providence		1 15		1,727 14			1,350 00
Plainfield		7,000 63	1,251 59	23,808 63			61,866 00
Rahway			546 23	12,447 58			14,500 00
Roselle		986 86		3,801 71			5,800 00
Roselle Park		50 40	147 91	3,456 87			6,000 00
Springfield	\$3 13	72	811 20	1,929 76			2,500 00
Summit		4,243 25	3,267 26	8,646 87			13,986 00
Union		372 19		2,950 52			6,500 00
Westfield				7,853 00			19,000 00
Total	\$3 13	\$16,086 07	\$9,381 89	\$127,723 29			\$220,166 08

# UNION COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1902.
.....	.....	.....	\$2,170 00	\$300 00	.....	.....	.....	\$880 18
.....	\$3,500 00	.....	.....	15,828 00	.....	.....	.....	\$21,932 82
.....	800 00	.....	1,247 50	82,403 00	.....	.....	.....	138,923 72
.....	.....	.....	.....	5,272 50	.....	.....	.....	8,249 89
.....	89 82	.....	259 48	2,800 00	.....	.....	.....	5,890 34
.....	4,000 00	.....	7,506 00	1,699 10	.....	.....	.....	3,428 39
.....	.....	.....	.....	63,380 00	.....	.....	.....	\$7,418 90
.....	.....	.....	.....	14,500 00	.....	.....	.....	27,483 81
.....	.....	.....	.....	5,800 00	.....	.....	.....	9,337 58
.....	.....	.....	.....	8,000 00	.....	.....	.....	9,654 13
.....	.....	.....	880 00	3,180 00	.....	.....	.....	5,925 50
.....	1,000 00	250 00	1,800 00	17,035 00	.....	.....	.....	31,191 28
.....	3,800 00	.....	.....	20,800 00	.....	.....	.....	12,922 71
.....	1,000 00	.....	3,075 00	22,075 00	.....	.....	.....	29,928 00
.....	\$13,689 62	\$250 00	\$16,736 98	\$350,844 80	.....	.....	.....	\$408,596 38



Report of Attendance, by Districts, for the County of UNION.

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Clark .....	9.0	27	24	51	.....	13
Cranford .....	9.1	221	251	472	4	1,004
Elizabeth .....	9.4	3,565	3,742	7,297	110	1,721
Fanwood .....	9.6	144	108	252	3	20
Linden .....	9.2	97	99	196	4	28
New Providence .....	9.2	115	90	205	4	37
Plainfield .....	9.1	1,357	1,358	2,715	74	5,034
Rahway .....	9.3	708	710	1,416	14	1,288
Roselle .....	9.0	188	173	359	3	100
Roselle Park .....	9.0	196	211	407	4	124
Springfield .....	9.6	119	137	256	3	22
Summit .....	9.2	400	347	747	12	1,000
Union .....	7.9	227	182	409	6	35
Westfield .....	8.9	489	503	992	23	1,000
Total .....	9.1	7,939	8,037	15,976	260	16,611

*of New Jersey, for the School Year Ending June 30th, 1902.*

Average Number on Roll	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment	Number of Pupils Enrolled in Kindergartens	Number of Pupils Enrolled in Primary Grade	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade	Number of Classes in School	Average Number of Pupils Transferred per day	Number of Male Teachers Employed	Number of Female Teachers Employed	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
488	24	85.7		36	17		1			1		\$40 00
5,832	456	83.2		499	139	34	15		3	14	\$80 00	\$2 00
179	163	91.0		175	57	20	133		15	133	128 00	\$2 00
146	131	90.0		145	42	9	8		1	6	90 00	\$2 00
136	128	94.0		151	41	13	4		1	4	110 00	\$2 00
2,125	1,928	91.0	266	1,452	718	279	5		3	4	60 00	\$2 00
1,096	1,012	92.0		997	347	72	73		5	58	102 00	\$2 00
279	258	92.0		127	134	20	36		4	23	113 00	\$2 00
277	250	90.0	78	380	108	21	7		1	7	160 00	\$2 00
188	170	90.0	42	187	61	16	10		1	10	120 00	\$2 00
533	490	91.8	105	383	199	60	6		1	6	85 00	\$2 00
297	267	89.8	23	331	133	22	20		4	18	75 00	\$2 00
770	772	83.6	99	584	266	104	12		3	9	125 00	\$2 00
12,376	11,362	91.2	613	9,803	4,410	1,150	23		1	22	180 00	\$2 00
							351		41	330	\$110 00	\$56 00

*Financial Report by Districts, for the County of WARREN,*

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.
Allamuchy .....	\$390 86	\$623 54	\$30 00	\$1,639 19	\$1,278 00	\$100 78	\$13 98	\$ 2
Belvidere .....	2,353 04	4,544 16	31 50	7,048 70	4,500 00	496 12	142 79	1,117 98
Blairstown .....	3,451 82	1,706 90	68 44	4,529 96	2,882 10	241 08	197 12	..
Franklin .....	1,594 83	1,416 37	25 00	3,036 30	2,081 84	151 30	173 89	..
Frelinghuysen ...	1,478 54	700 00	20 00	2,198 54	1,478 50	97 50	14 68	25 38
Greenwich .....	1,416 81	1 141 50	25 00	2,582 81	1,594 90	79 00	132 74	..
Hackettstown ..	3,786 96	3,934 37	224 87	8,006 19	5,126 00	612 28	225 63	..
Hardwick .....	540 62	63 88	..	594 50	450 00	34 08	..	..
Harmony .....	1,797 53	828 52	26 72	2,652 77	1,872 00	208 48	58 88	..
Hope .....	1,783 11	583 00	40 00	2,396 11	1,613 00	230 61	150 00	..
Independence ..	889 37	728 00	80 08	1,697 45	1,050 00	100 00	68 00	..
Knowlton .....	1,798 88	767 36	57 08	2,623 32	1,962 00	182 90	..	..
Lopatcong .....	2,523 40	1,580 03	18 07	4,121 50	3,107 11	301 70	164 78	105 98
Mansfield .....	1,662 82	800 00	..	2,462 82	1,870 00	161 35	52 08	..
Oxford .....	4,310 12	2,535 00	521 62	7,456 74	5,001 00	487 63	222 56	713 98
Pahaquarry .....	708 98	58 72	..	767 70	642 00	36 75	..	..
Phillipsburg .....	11,546 59	18,161 40	1,818 62	\$1,534 51	22,266 48	4,273 65	1,362 35	..
Pohatcong .....	2,056 79	1,212 61	317 76	3,586 16	2,510 00	248 30	122 06	..
Washington .....	1,652 97	1,125 00	292 45	3,070 42	2,000 00	139 73	262 25	273 48
Washington Boro.	5,453 44	8,340 79	297 90	14,092 13	7,980 00	914 02	250 80	1,196 98
	\$50,775 56	\$51,118 15	\$3,884 02	\$106,777 73	\$72,143 91	\$9,004 85	\$3,670 63	\$3,535 92

# WARREN COUNTY.

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*e of New Jersey, for the School Year Ending June 30th, 1902.*

Amount Expended for Manual Training.	Amount Expended for Text Books, Apparatus and Supplies.	Amount Expended for other School Purposes.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
...	\$109 84	\$52 82	...	...	\$1,590 34	...	\$28 85	\$20 00	\$48 85
...	338 74	78 00	...	...	8,496 22	...	552 48	...	552 48
...	207 48	530 48	...	...	4,058 24	...	170 35	1 37	171 72
...	241 74	8 88	...	...	2,657 65	...	353 55	25 00	378 55
...	155 20	117 50	...	...	2,099 01	...	99 53	...	99 53
...	111 62	643 95	...	...	2,565 21	...	17 60	...	17 60
...	537 22	238 87	...	...	7,747 97	...	258 22	...	258 22
...	42 78	...	...	...	528 84	56 84	11 12	...	67 66
...	61 13	147 60	...	...	2,343 90	...	306 87	...	306 87
...	174 90	128 79	...	...	2,295 30	...	40 81	30 00	90 81
...	75 00	259 98	...	...	1,551 47	...	119 83	28 66	148 49
...	109 44	197 07	...	...	2,451 31	...	172 01	...	172 01
...	331 82	249 81	...	...	4,099 72	...	13 71	8 07	21 78
...	121 32	137 25	...	...	2,342 80	...	120 22	...	120 22
...	450 00	450 18	...	...	7,385 30	...	...	71 44	71 44
...	57 28	...	...	...	716 63	30 23	20 84	...	51 07
...	2,630 10	975 81	...	...	\$1,398 27	...	128 24	...	128 24
...	368 14	177 06	...	...	3,445 45	...	...	140 71	140 71
...	192 85	202 11	...	...	3,070 42	...	...	...	...
...	773 61	422 46	...	...	11,500 89	...	2,373 78	217 48	2,591 24
...	\$6,983 59	\$5,013 89	...	...	\$100,342 74	\$86 77	\$4,807 51	\$540 71	\$5,434 99

*Apportionment of School Moneys, by Districts, for the County of WAR-*

DISTRICTS.	Balance State and County Mon- eys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and \$200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Bal- ances.	Amount of District Tax Voted for Current Expenses.
Allamuchy .....		\$23 85	\$20 00	\$1,006 50			2,778 35
Belvidere .....		552 45		2,578 22			1,388 00
Blairstown .....		170 25	1 37	2,540 86			1,388 00
Franklin .....		553 55	25 00	1,632 00			1,388 00
Frelinghuysen .....		99 53		1,520 45			2,778 35
Greenwich .....		17 60		1,382 92			2,778 35
Hackettstown .....		258 22		4,115 39			2,778 35
Hardwick .....	\$56 54	11 12		463 11			2,778 35
Harmony .....		308 87		1,764 38			2,778 35
Hope .....		60 81	30 00	2,032 39			2,778 35
Independence .....		119 33	26 66	851 63			2,778 35
Knowlton .....		172 01		1,385 29			2,778 35
Lopatcong .....		13 71	8 07	2,516 58			2,778 35
Mansfield .....		120 22		1,524 74			2,778 35
Oxford .....			71 44	4,631 30			2,778 35
Pahaquarry .....	30 23	20 84		665 48			2,778 35
Phillipsburg .....		126 24		13,074 95			14,388 00
Pohatcong .....			146 71	2,289 34			1,000 00
Washington .....				1,696 87			888 00
Washington Borough..		2,373 78	217 46	5,930 81			4,000 00
	\$85 77	\$4,807 51	\$540 71	\$54,019 85			\$38,728 00

# WARREN COUNTY.

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*RBN, State of New Jersey, for the School Year Ending June 30th, 1902.*

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources	Total Amount Available for School Year Ending June 30th, 1902
	13 00			\$578 00				\$1,622 38
	300 00			2,798 00				6,928 90
				1,500 00				4,333 58
				1,138 00				3,148 58
				900 00				2,519 98
	128 90			1,000 00				2,400 53
				3,714 02				8,987 63
				35 00				565 77
				600 00				2,873 25
				350 00				2,473 20
	75 00			625 00				1,612 67
				825 00				1,882 30
			505 00	1,730 00				4,268 36
				800 00				2,144 96
	410 00			2,940 00				7,642 74
				75 00				791 56
	1,100 00		4 950 00	20,850 00				34,051 19
				1,000 00				2,430 06
				600 00				2,198 37
			1,120 00	5,120 00				13,642 06
	\$2,025 00		\$6,575 00	\$47,378 02				\$106,832 88

## SCHOOL REPORT.

*Report of Attendance, by Districts, for the County of WARREN,*

DISTRICTS.	Number of Months the Schools were kept open.	Number of Boys between 4 and 20 years of age Enrolled in the Schools during the year	Number of Girls between 4 and 20 years of age Enrolled in the Schools during the year.	Total Number of Children between 4 and 20 years of age Enrolled in the Schools during the year	Total Number of Cases of Tardiness during the year.	Number of Pupils neither Absent nor Tardy during the year
Allamuchy .....	9	37	76	143	1	146
Belvidere .....	10	188	174	362	34	1,134
Blairstown .....	9	174	150	328	1	1,134
Franklin .....	9	155	184	319	2	794
Frelinghuysen .....	9	98	104	202	.....	554
Greenwich .....	10	100	89	189	.....	554
Hackettstown .....	10	256	238	492	4	1,384
Hardwick .....	9	22	25	47	.....	215
Harmony .....	9	129	126	255	40	1,074
Hope .....	9	186	122	308	12	785
Independence .....	10	85	54	140	2	515
Knowlton .....	9	124	110	244	6	705
Lopatcong .....	10	212	188	410	6	925
Mansfield .....	10	97	109	206	.....	525
Oxford .....	9	126	278	704	5	885
Pahaquarry .....	9	36	30	66	.....	215
Phillipsburg .....	10	857	828	1,780	97	894
Pohatcong .....	9	221	240	461	6	127
Washington .....	10	119	118	237	2	287
Washington Borough .....	10	275	278	753	27	1,075
	9.45	2,790	2,604	7,584	251	2,700

State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Tar- diness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergarten.	Number of Pupils Enrolled in Pri- mary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School Grades or years.	Average Number of Pupils Trans- ported per day.	Number of Male Teachers Em- ployed.	Number of Female Teachers Em- ployed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
276	76	68	89		82	81		117					82
124	273	255	93	81	173	78	50	99					83
615	229	208	91		134	140		201					83
289	167	147	88		196	123		123					83
522	115	107	93		120	71	11	137					83
233	123	111	90		94	90	35	86					83
370	253	234	93		259	147	98	20					83
643	24	20	83		31	18		36					83
118	143	118	83		162	93		144					83
543	126	111	88		143	104	11	179					83
282	94	87	93		78	62		89					83
554	166	153	92		92	146	4	130					83
344	215	188	87		273	138		143					83
290	123	105	85		131	71	4	104					83
191	495	439	89		401	249	37	173					83
665	28	24	86		46	10		84					83
115	1,534	1,446	95		1,094	629	157	44					83
125	281	249	88		260	101		90					83
243	146	126	86		118	110	11	140					83
340	594	536	90		401	271	21	12					83
273	5,298	4,830	91	61	4,417	2,637	449	2,128		28	150	\$42 95	\$36 28





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